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

CDS Code	1964212	FMTA Region	1
District Name	ABC UNIFIED	SELPA	1921 ABC Unified

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

Graduation Rate	Target	Target Met
83.77	69.25	Yes

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

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

Percent Dropped Out	Target	Target Met
9.64%	<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?
*	2,247	0.22	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for ABC 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	*	391	0.51		
African American	NA	257	NC		
Hispanic	*	1,307	0.23		
Multi-Ethnic	NA	45	NC		
Pacific Islander	NA	20	NC		
White	NA	219	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,005	1,041	51.9%	>49.2%	Yes
B. <40%		597	29.8%	<24.6%	No
C. Separate Schools		56	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 ABC 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	180	108	60.0%	>32.9%	Yes
B. Separate		65	36.1%	<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	*	*	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
2,405	2,409	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 ABC 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
407	293	113	99.7%	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 ABC 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
28	*	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
517	517	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 ABC 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 ACADEMIA AVANCE CHARTER School District

CDS Code	0109926	FMTA Region	1
District Name	ACADEMIA AVANCE 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
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	49	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 ACADEMIA AVANCE 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	48	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%	36	35	97.2%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMIA AVANCE 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
41	44	93.2%	>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 ACADEMIA AVANCE 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 ACADEMIA AVANCE 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
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 ACADEMIA AVANCE 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 ACADEMY FOR ACADEMIC EXCELLENCE School District

CDS Code	3631207	FMTA Region	2
District Name	ACADEMY FOR ACADEMIC EXCELLENCE	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
75.00	69.25	Yes

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	169	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 ACADEMY FOR ACADEMIC EXCELLENCE School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	17	NC		
Hispanic	NA	71	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	68	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	145	87	60.0%	>49.2%	Yes
B. <40%		13	9.0%	<24.6%	Yes
C. Separate Schools		41	28.3%	<4.4%	No

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY FOR ACADEMIC EXCELLENCE School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	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
173	174	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 ACADEMY FOR ACADEMIC EXCELLENCE School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
38	21	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 ACADEMY FOR ACADEMIC EXCELLENCE School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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
20	20	100.0%	100%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY FOR ACADEMIC EXCELLENCE School District

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	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 ACADEMY OF ALAMEDA School District

CDS Code	0122085	FMTA Region	3
District Name	ACADEMY OF ALAMEDA	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	86	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF ALAMEDA School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	37	NC		
Hispanic	NA	17	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	24	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	63	40	63.5%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF ALAMEDA School District

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

Measure	Total No. of Students receiving Special Education (Age 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
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 ACADEMY OF ALAMEDA School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ACADEMY OF ALAMEDA School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ACADEMY OF ALAMEDA School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF ARTS AND SCIENCES FRESNO School District

CDS Code	0130880	FMTA Region	4
District Name	ACADEMY OF ARTS AND SCIENCES FRESNO	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 ACADEMY OF ARTS AND SCIENCES FRESNO School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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 ACADEMY OF ARTS AND SCIENCES FRESNO School District

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

Measure	Total No. of Students receiving Special Education (Age 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 ACADEMY OF ARTS AND SCIENCES FRESNO School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ACADEMY OF ARTS AND SCIENCES FRESNO School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ACADEMY OF ARTS AND SCIENCES FRESNO School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF ARTS AND SCIENCES LOS ANGELES 9-12 School District

CDS Code	0130781	FMTA Region	4
District Name	ACADEMY OF ARTS AND SCIENCES LOS ANGELES 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 ACADEMY OF ARTS AND SCIENCES LOS ANGELES 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%	*	*	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 ACADEMY OF ARTS AND SCIENCES LOS ANGELES 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
*	*	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 ACADEMY OF ARTS AND SCIENCES LOS ANGELES 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
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 ACADEMY OF ARTS AND SCIENCES LOS ANGELES 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 ACADEMY OF ARTS AND SCIENCES LOS ANGELES 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 ACADEMY OF ARTS AND SCIENCES LOS ANGELES K-8 School District

CDS Code	0130773	FMTA Region	4
District Name	ACADEMY OF ARTS AND SCIENCES LOS ANGELES K-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?
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 ACADEMY OF ARTS AND SCIENCES LOS ANGELES K-8 School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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%	16	16	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF ARTS AND SCIENCES LOS ANGELES K-8 School District

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

Measure	Total No. of Students receiving Special Education (Age 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
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 ACADEMY OF ARTS AND SCIENCES LOS ANGELES K-8 School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ACADEMY OF ARTS AND SCIENCES LOS ANGELES K-8 School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ACADEMY OF ARTS AND SCIENCES LOS ANGELES K-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 ACADEMY OF ARTS AND SCIENCES SAN JOAQUIN School District

CDS Code	0129890	FMTA Region	4
District Name	ACADEMY OF ARTS AND SCIENCES SAN JOAQUIN	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
ACADEMY OF ARTS AND SCIENCES SAN JOAQUIN
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%	*	*	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 ACADEMY OF ARTS AND SCIENCES SAN JOAQUIN 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 ACADEMY OF ARTS AND SCIENCES SAN JOAQUIN 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 ACADEMY OF ARTS AND SCIENCES SAN JOAQUIN School District

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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
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 ACADEMY OF ARTS AND SCIENCES SAN JOAQUIN School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF ARTS AND SCIENCES: OXNARD & VENTURA School District

CDS Code	0127076	FMTA Region	4
District Name	ACADEMY OF ARTS AND SCIENCES: OXNARD & VENTURA	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
ACADEMY OF ARTS AND SCIENCES: OXNARD & VENTURA
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%	*	*	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: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF ARTS AND SCIENCES: OXNARD & VENTURA 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 ACADEMY OF ARTS AND SCIENCES: OXNARD & VENTURA 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
11	12	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 ACADEMY OF ARTS AND SCIENCES: OXNARD & VENTURA School District

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ACADEMY OF ARTS AND SCIENCES: OXNARD & VENTURA School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF ARTS AND SCIENCES: THOUSAND OAKS & SIMI VALLEY School District

CDS Code	0127043	FMTA Region	4
District Name	ACADEMY OF ARTS AND SCIENCES: THOUSAND OAKS & SIMI VALLEY	SELPA	0951 El Dorado County Charter

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

Graduation Rate	Target	Target Met
0.00	69.25	No

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 ACADEMY OF ARTS AND SCIENCES: THOUSAND OAKS & SIMI VALLEY School District

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

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

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

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

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

Measure	Total No. of Students receiving Special Education (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 ACADEMY OF ARTS AND SCIENCES: THOUSAND OAKS & SIMI VALLEY School District

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

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

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

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

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

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
18	19	NC	>90%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF ARTS AND SCIENCES: THOUSAND OAKS & SIMI VALLEY School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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
ACADEMY OF ARTS AND SCIENCES: THOUSAND OAKS & SIMI VALLEY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 ACADEMY OF ARTS AND SCIENCES: THOUSAND OAKS & SIMI VALLEY School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF PERSONALIZED LEARNING (1113) School District

CDS Code	0120170	FMTA Region	4
District Name	ACADEMY OF PERSONALIZED LEARNING (1113)	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
83.33	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	55	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 ACADEMY OF PERSONALIZED LEARNING (1113) School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. 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	43	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	37	30	81.1%	>49.2%	Yes
B. <40%		*	16.2%	<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 ACADEMY OF PERSONALIZED LEARNING (1113) School District

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

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

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

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

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

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
47	47	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF PERSONALIZED LEARNING (1113) School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ACADEMY OF PERSONALIZED LEARNING (1113) School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
17	17	NC	100%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACADEMY OF PERSONALIZED LEARNING (1113) School District

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

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

CDS Code	0761630	FMTA Region	2
District Name	ACALANES UNION HIGH	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
89.24	69.25	Yes

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

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

Percent Dropped Out	Target	Target Met
2.70%	<14.72%	Yes

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	93	95%	Yes	43.3	100	No
Math	93	95%	Yes	49.6	100	Yes

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	648	0.31	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for ACALANES 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	46	NC		
African American	NA	20	NC		
Hispanic	*	70	NC		
Multi-Ethnic	NA	25	NC		
Pacific Islander	NA	*	NC		
White	*	483	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	580	391	67.4%	>49.2%	Yes
B. <40%		23	4.0%	<24.6%	Yes
C. Separate Schools		40	6.9%	<4.4%	No

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACALANES 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	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
660	661	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 ACALANES 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
67	47	19	97.9%	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 ACALANES 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	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
391	390	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 ACALANES 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	130	110	84.6%	52.30%	Yes
B. Higher Ed or Competitively Employed		116	89.2%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		130	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 ACE ALUM ROCK School District

CDS Code	0129254	FMTA Region	4
District Name	ACE ALUM ROCK	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 ACE ALUM ROCK School District

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

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

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACE ALUM ROCK School District

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

Measure	Total No. of Students receiving Special Education (Age 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
13	13	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 ACE ALUM ROCK School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ACE ALUM ROCK School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ACE ALUM ROCK School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACE CHARTER (0972) School District

CDS Code	0116814	FMTA Region	4
District Name	ACE CHARTER (0972)	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?
*	67	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 ACE CHARTER (0972) School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	*	63	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%	52	49	94.2%	>49.2%	Yes
B. <40%		*	1.9%	<24.6%	Yes
C. Separate Schools		*	1.9%	<4.4%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACE CHARTER (0972) School District

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

Measure	Total No. of Students receiving Special Education (Age 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
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 ACE CHARTER (0972) School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ACE CHARTER (0972) School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ACE CHARTER (0972) School District

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

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

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

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

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

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

CDS Code	0125617	FMTA Region	4
District Name	ACE 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
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of 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?
*	27	NC	2.43%	NA

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

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

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

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	28	23	82.1%	>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 ACE 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
38	38	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 ACE 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
*	*	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 ACE 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
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 ACE 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	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACE FRANKLIN MCKINLEY School District

CDS Code	0129247	FMTA Region	4
District Name	ACE FRANKLIN MCKINLEY	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 ACE FRANKLIN MCKINLEY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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%	18	18	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 ACE FRANKLIN MCKINLEY School District

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

Measure	Total No. of Students receiving Special Education (Age 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 ACE FRANKLIN MCKINLEY School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ACE FRANKLIN MCKINLEY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ACE FRANKLIN MCKINLEY School District

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

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

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

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

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

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

CDS Code	0111476	FMTA Region	4
District Name	ACHIEVE ACADEMY	SELPA	0951 El Dorado County Charter

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	18	NC	2.43%	NA

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

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

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	15	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%	40	39	97.5%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACHIEVE 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
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 ACHIEVE 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 ACHIEVE 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 ACHIEVE 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 ACHIEVE CHARTER SCHOOL OF PARADISE School District

CDS Code	0110338	FMTA Region	3
District Name	ACHIEVE CHARTER SCHOOL OF PARADISE	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?
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 ACHIEVE CHARTER SCHOOL OF PARADISE School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. 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	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	18	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	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 ACHIEVE CHARTER SCHOOL OF PARADISE School District

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

Measure	Total No. of Students receiving Special Education (Age 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	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
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 ACHIEVE CHARTER SCHOOL OF PARADISE School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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
ACHIEVE CHARTER SCHOOL OF PARADISE School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ACHIEVE CHARTER SCHOOL OF PARADISE School District

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

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

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

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

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

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

CDS Code	3166761	FMTA Region	4
District Name	ACKERMAN ELEMENTARY	SELPA	3100 Placer County

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	50	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 ACKERMAN 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	*	NC		
Multi-Ethnic	NA	14	NC		
Pacific Islander	NA	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	30	68.2%	>49.2%	Yes
B. <40%		*	9.1%	<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 ACKERMAN 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	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
57	57	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 ACKERMAN 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	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 ACKERMAN 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
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
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 ACKERMAN 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 ACTON-AGUA DULCE UNIFIED School District

CDS Code	1975309	FMTA Region	1
District Name	ACTON-AGUA DULCE UNIFIED	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
81.82	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
16.00%	<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?
*	265	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 ACTON-AGUA DULCE 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	*	88	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	162	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	267	191	71.5%	>49.2%	Yes
B. <40%		34	12.7%	<24.6%	Yes
C. Separate Schools		*	0.4%	<4.4%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACTON-AGUA DULCE UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	25	21	84.0%	>32.9%	Yes
B. Separate		*	12.0%	<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	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
355	359	98.9%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ACTON-AGUA DULCE 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
62	45	*	84.9%	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
ACTON-AGUA DULCE 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
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
71	70	98.6%	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 ACTON-AGUA DULCE 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 ADELANTO ELEMENTARY School District

CDS Code	3667587	FMTA Region	2
District Name	ADELANTO 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?
*	1,454	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 ADELANTO ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	12	NC		
African American	*	467	NC		
Hispanic	NA	732	NC		
Multi-Ethnic	NA	40	NC		
Pacific Islander	NA	*	NC		
White	NA	189	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,200	690	57.5%	>49.2%	Yes
B. <40%		371	30.9%	<24.6%	No
C. Separate Schools		38	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 ADELANTO 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	108	71	65.7%	>32.9%	Yes
B. Separate		32	29.6%	<34.4%	Yes

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	86	183	47.0%	72.7%	No
2. Functioning within age expectations	149	294	50.7%	82.1%	No
Outcome B					
1. Substantially Increased	107	204	52.5%	70.0%	No
2. Functioning within age expectations	141	294	48.0%	82.5%	No
Outcome C					
1. Substantially Increased	97	175	55.4%	75.0%	No
2. Functioning within age expectations	168	294	57.1%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,374	1,377	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 ADELANTO 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
301	138	94	66.7%	100%	No

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ADELANTO 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
*	*	NC	100%	NA

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

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

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

CDS Code	0161119	FMTA Region	4
District Name	ALAMEDA CITY UNIFIED	SELPA	0112 North Region

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

Graduation Rate	Target	Target Met
59.18	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
2.35%	<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?
*	1,192	0.59	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for ALAMEDA 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	*	225	NC		
African American	*	230	NC		
Hispanic	*	230	0.87		
Multi-Ethnic	NA	109	NC		
Pacific Islander	NA	16	NC		
White	*	377	0.80		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	930	453	48.7%	>49.2%	No
B. <40%		183	19.7%	<24.6%	Yes
C. Separate Schools		36	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 ALAMEDA 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	124	56	45.2%	>32.9%	Yes
B. Separate		68	54.8%	<34.4%	No

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	28	46	60.9%	72.7%	No
2. Functioning within age expectations	52	81	64.2%	82.1%	No
Outcome B					
1. Substantially Increased	33	44	75.0%	70.0%	Yes
2. Functioning within age expectations	57	81	70.4%	82.5%	No
Outcome C					
1. Substantially Increased	32	42	76.2%	75.0%	Yes
2. Functioning within age expectations	58	81	71.6%	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
1,275	1,280	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 ALAMEDA 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
245	156	87	98.7%	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 ALAMEDA 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
68	*	47	*	17	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
266	266	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 ALAMEDA 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	61	40	65.6%	52.30%	Yes
B. Higher Ed or Competitively Employed		53	86.9%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		61	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 ALAMEDA COMMUNITY LEARNING CENTER School District

CDS Code	0130609	FMTA Region	4
District Name	ALAMEDA COMMUNITY LEARNING CENTER	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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	25	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for ALAMEDA COMMUNITY LEARNING CENTER School District

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

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	29	26	89.7%	>49.2%	Yes
B. <40%		0	0.0%	<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 ALAMEDA COMMUNITY LEARNING CENTER School District

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

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

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

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

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

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
30	30	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALAMEDA COMMUNITY LEARNING CENTER School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ALAMEDA COMMUNITY LEARNING CENTER School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 ALAMEDA COMMUNITY LEARNING CENTER School District

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

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

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

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

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

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

CDS Code	0110017	FMTA Region	4
District Name	ALAMEDA COUNTY SCHOOLS	SELPA	0114 Tri-Valley

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

Graduation Rate	Target	Target Met
59.87	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 ALAMEDA 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	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

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

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

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

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

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

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

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

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

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

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	31	49	63.3%	72.7%	No
2. Functioning within age expectations	89	121	73.6%	82.1%	No
Outcome B					
1. Substantially Increased	26	40	65.0%	70.0%	No
2. Functioning within age expectations	93	121	76.9%	82.5%	No
Outcome C					
1. Substantially Increased	35	46	76.1%	75.0%	Yes
2. Functioning within age expectations	91	121	75.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	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 ALAMEDA 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
ALAMEDA 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
92	*	57	*	22	91.9%	100%	No

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

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

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

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

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

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

CDS Code	0161127	FMTA Region	4
District Name	ALBANY CITY UNIFIED	SELPA	0112 North Region

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

Graduation Rate	Target	Target Met
67.57	69.25	No

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

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

Percent Dropped Out	Target	Target Met
5.88%	<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?
*	382	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 ALBANY 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	*	71	NC		
African American	NA	23	NC		
Hispanic	NA	92	NC		
Multi-Ethnic	NA	39	NC		
Pacific Islander	NA	*	NC		
White	NA	155	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	302	200	66.2%	>49.2%	Yes
B. <40%		27	8.9%	<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 ALBANY 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	26	24	92.3%	>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	28	46	60.9%	72.7%	No
2. Functioning within age expectations	52	81	64.2%	82.1%	No
Outcome B					
1. Substantially Increased	33	44	75.0%	70.0%	Yes
2. Functioning within age expectations	57	81	70.4%	82.5%	No
Outcome C					
1. Substantially Increased	32	42	76.2%	75.0%	Yes
2. Functioning within age expectations	58	81	71.6%	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
378	380	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 ALBANY 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
112	84	24	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 ALBANY 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
68	*	47	*	17	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
75	75	100.0%	100%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALBANY 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	23	15	65.2%	52.30%	Yes
B. Higher Ed or Competitively Employed		19	82.6%	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 ALBERT EINSTEIN ACADEMY CHARTER ELEMENTARY SCHOOL School District

CDS Code	6120935	FMTA Region	4
District Name	ALBERT EINSTEIN ACADEMY CHARTER ELEMENTARY SCHOOL	SELPA	0951 El Dorado County Charter

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 ALBERT EINSTEIN ACADEMY CHARTER ELEMENTARY SCHOOL School District

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

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	27	24	88.9%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALBERT EINSTEIN ACADEMY CHARTER ELEMENTARY SCHOOL School District

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

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

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

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

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

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
42	42	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 ALBERT EINSTEIN ACADEMY CHARTER ELEMENTARY SCHOOL School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
16	*	11	NC	100%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
ALBERT EINSTEIN ACADEMY CHARTER ELEMENTARY SCHOOL School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALBERT EINSTEIN ACADEMY CHARTER ELEMENTARY SCHOOL School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL School District

CDS Code	0111898	FMTA Region	4
District Name	ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL	SELPA	0951 El Dorado County Charter

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	25	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL School District

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

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	42	36	85.7%	>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 ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>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
44	46	95.7%	>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 ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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
ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL School District

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

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

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

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

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

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

CDS Code	4970599	FMTA Region	3
District Name	ALEXANDER VALLEY 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	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 ALEXANDER VALLEY UNION ELEMENTARY School District

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

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	11	*	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 ALEXANDER VALLEY UNION ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	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	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
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 ALEXANDER VALLEY UNION ELEMENTARY School District

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

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

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

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

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

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

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

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

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 ALEXANDER VALLEY UNION ELEMENTARY School District

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

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

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

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

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

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

CDS Code	1975713	FMTA Region	1
District Name	ALHAMBRA UNIFIED SCHOOL DISTRICT	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
80.39	69.25	Yes

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

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

Percent Dropped Out	Target	Target Met
3.17%	<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	1,721	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 ALHAMBRA 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	443	NC		
African American	NA	33	NC		
Hispanic	NA	1,143	NC		
Multi-Ethnic	NA	21	NC		
Pacific Islander	NA	*	NC		
White	NA	75	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,442	746	51.7%	>49.2%	Yes
B. <40%		420	29.1%	<24.6%	No
C. Separate Schools		84	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 ALHAMBRA 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	164	16	9.8%	>32.9%	No
B. Separate		68	41.5%	<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	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
1,643	1,661	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 ALHAMBRA 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
237	188	49	100.0%	100%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
ALHAMBRA 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
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
452	452	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 ALHAMBRA 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	67	47	70.1%	52.30%	Yes
B. Higher Ed or Competitively Employed		59	88.1%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		67	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 ALISAL UNION School District

CDS Code	2765961	FMTA Region	3
District Name	ALISAL UNION	SELPA	2700 Monterey County

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	812	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 ALISAL UNION School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	*	772	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	22	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	646	386	59.8%	>49.2%	Yes
B. <40%		160	24.8%	<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 ALISAL 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	189	82	43.4%	>32.9%	Yes
B. Separate		62	32.8%	<34.4%	Yes

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	74	150	49.3%	72.7%	No
2. Functioning within age expectations	96	212	45.3%	82.1%	No
Outcome B					
1. Substantially Increased	78	154	50.6%	70.0%	No
2. Functioning within age expectations	95	212	44.8%	82.5%	No
Outcome C					
1. Substantially Increased	76	142	53.5%	75.0%	No
2. Functioning within age expectations	99	212	46.7%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,013	1,014	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 ALISAL 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
270	201	69	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 ALISAL 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
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 ALISAL 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 ALLENSWORTH ELEMENTARY School District

CDS Code	5471795	FMTA Region	4
District Name	ALLENSWORTH 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 ALLENSWORTH ELEMENTARY School District

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

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

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

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

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

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

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

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

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

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

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

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	107	42.1%	72.7%	No
2. Functioning within age expectations	50	143	35.0%	82.1%	No
Outcome B					
1. Substantially Increased	50	120	41.7%	70.0%	No
2. Functioning within age expectations	45	143	31.5%	82.5%	No
Outcome C					
1. Substantially Increased	42	99	42.4%	75.0%	No
2. Functioning within age expectations	66	143	46.2%	79.0%	No

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLENSWORTH 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 ALLENSWORTH 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 ALLENSWORTH 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 ALLIANCE COLLEGE READY ACADEMY HIGH #16 School District

CDS Code	0123141	FMTA Region	4
District Name	ALLIANCE COLLEGE READY ACADEMY HIGH #16	SELPA	0951 El Dorado County Charter

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	36.4	100	--
Math	100	95%	--	18.2	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	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 ALLIANCE COLLEGE READY ACADEMY HIGH #16 School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	37	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	35	31	88.6%	>49.2%	Yes
B. <40%		*	8.6%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE READY ACADEMY HIGH #16 School District

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

Measure	Total No. of Students receiving Special Education (Age 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
41	41	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE READY ACADEMY HIGH #16 School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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
ALLIANCE COLLEGE READY ACADEMY HIGH #16 School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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
29	29	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 ALLIANCE COLLEGE READY ACADEMY HIGH #16 School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #11 School District

CDS Code	0121285	FMTA Region	4
District Name	ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #11	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
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	89	95%	--	6.2	100	--
Math	100	95%	--	35.3	100	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	51	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #11 School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	15	NC		
Hispanic	NA	35	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	49	46	93.9%	>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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #11 School District

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

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

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

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

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

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
48	50	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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #11 School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #11 School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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
28	28	100.0%	100%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #11 School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #4 School District

CDS Code	0111500	FMTA Region	4
District Name	ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #4	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	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	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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #4 School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	31	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	30	27	90.0%	>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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #4 School District

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

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

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

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

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

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
33	33	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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #4 School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #4 School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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
18	18	NC	100%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #4 School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #5 School District

CDS Code	0111492	FMTA Region	4
District Name	ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #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
88.89	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
NC	<14.72%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	15.4	100	--
Math	100	95%	--	0	100	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #5 School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #5 School District

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

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

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

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

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #5 School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #5 School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #7 School District

CDS Code	0114942	FMTA Region	4
District Name	ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #7	SELPA	0951 El Dorado County Charter

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #7 School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #7 School District

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

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

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

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

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #7 School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
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 ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #7 School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY ACADEMY HIGH SCHOOL #7 School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY MIDDLE ACADEMY #4 School District

CDS Code	0120030	FMTA Region	4
District Name	ALLIANCE COLLEGE- READY MIDDLE ACADEMY #4	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 ALLIANCE COLLEGE- READY MIDDLE ACADEMY #4 School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	31	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	29	28	96.6%	>49.2%	Yes
B. <40%		*	3.4%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY MIDDLE ACADEMY #4 School District

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

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

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

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

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

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
30	30	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY MIDDLE ACADEMY #4 School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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	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 ALLIANCE COLLEGE- READY MIDDLE ACADEMY #4 School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ALLIANCE COLLEGE- READY MIDDLE ACADEMY #4 School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY MIDDLE ACADEMY #5 School District

CDS Code	0120048	FMTA Region	4
District Name	ALLIANCE COLLEGE- READY MIDDLE ACADEMY #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?
NA	47	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 ALLIANCE COLLEGE- READY MIDDLE ACADEMY #5 School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	41	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	62	52	83.9%	>49.2%	Yes
B. <40%		*	12.9%	<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 ALLIANCE COLLEGE- READY MIDDLE ACADEMY #5 School District

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

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

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

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

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

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
71	71	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY MIDDLE ACADEMY #5 School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ALLIANCE COLLEGE- READY MIDDLE ACADEMY #5 School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ALLIANCE COLLEGE- READY MIDDLE ACADEMY #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 ALLIANCE COLLEGE- READY MIDDLE ACADEMY #7 School District

CDS Code	0121277	FMTA Region	4
District Name	ALLIANCE COLLEGE- READY MIDDLE ACADEMY #7	SELPA	0951 El Dorado County Charter

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	45	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY MIDDLE ACADEMY #7 School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	25	NC		
Hispanic	NA	20	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	44	32	72.7%	>49.2%	Yes
B. <40%		*	9.1%	<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 ALLIANCE COLLEGE- READY MIDDLE ACADEMY #7 School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	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
50	50	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY MIDDLE ACADEMY #7 School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	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
ALLIANCE COLLEGE- READY MIDDLE ACADEMY #7 School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE COLLEGE- READY MIDDLE ACADEMY #7 School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12 COMPLEX School District

CDS Code	0106864	FMTA Region	4
District Name	ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12 COMPLEX	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
91.67	69.25	Yes

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	109	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 ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12 COMPLEX School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	102	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%	100	100	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 ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12 COMPLEX School District

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

Measure	Total No. of Students receiving Special Education (Age 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
107	107	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12 COMPLEX School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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
ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12 COMPLEX School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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
31	31	100.0%	100%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12 COMPLEX School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 ALLIANCE HERITAGE COLLEGE-READY ACADEMY HS School District

CDS Code	0108894	FMTA Region	4
District Name	ALLIANCE HERITAGE COLLEGE-READY ACADEMY HS	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
92.31	69.25	Yes

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

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

Percent Dropped Out	Target	Target Met
4.00%	<14.72%	Yes

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	13.3	100	--
Math	100	95%	--	6.7	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	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 ALLIANCE HERITAGE COLLEGE-READY ACADEMY HS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	11	NC		
Hispanic	NA	42	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%	45	44	97.8%	>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 ALLIANCE HERITAGE COLLEGE-READY ACADEMY HS School District

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

Measure	Total No. of Students receiving Special Education (Age 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
60	60	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 ALLIANCE HERITAGE COLLEGE-READY ACADEMY HS School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 ALLIANCE HERITAGE COLLEGE-READY ACADEMY HS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time 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
42	42	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 ALLIANCE HERITAGE COLLEGE-READY ACADEMY HS School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 ALLIANCE HUNTINGTON PARK COLLEGE READY ACADEMY HS School District

CDS Code	0108936	FMTA Region	4
District Name	ALLIANCE HUNTINGTON PARK COLLEGE READY ACADEMY HS	SELPA	0951 El Dorado County Charter

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

Graduation Rate	Target	Target Met
87.50	69.25	Yes

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	88	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	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 ALLIANCE HUNTINGTON PARK COLLEGE READY ACADEMY HS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	42	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%	44	44	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 ALLIANCE HUNTINGTON PARK COLLEGE READY ACADEMY HS School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
47	47	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE HUNTINGTON PARK COLLEGE READY ACADEMY HS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
ALLIANCE HUNTINGTON PARK COLLEGE READY ACADEMY HS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ALLIANCE HUNTINGTON PARK COLLEGE READY ACADEMY HS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 ALLIANCE JACK H. SKIRBALL MIDDLE SCHOOL School District

CDS Code	0111518	FMTA Region	4
District Name	ALLIANCE JACK H. SKIRBALL MIDDLE SCHOOL	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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 ALLIANCE JACK H. SKIRBALL MIDDLE SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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 ALLIANCE JACK H. SKIRBALL MIDDLE SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NC	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE JACK H. SKIRBALL MIDDLE SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
ALLIANCE JACK H. SKIRBALL MIDDLE SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 ALLIANCE JACK H. SKIRBALL MIDDLE SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE MARC & EVA STERN MATH AND SCIENCE SCHOOL (SMASS) School District

CDS Code	0111658	FMTA Region	4
District Name	ALLIANCE MARC & EVA STERN MATH AND SCIENCE SCHOOL (SMASS)	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
93.75	69.25	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	11.8	100	--
Math	6	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	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
ALLIANCE MARC & EVA STERN MATH AND SCIENCE SCHOOL (SMASS) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. 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	60	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%	49	46	93.9%	>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 ALLIANCE MARC & EVA STERN MATH AND SCIENCE SCHOOL (SMASS) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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
51	51	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE MARC & EVA STERN MATH AND SCIENCE SCHOOL (SMASS) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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ALLIANCE MARC & EVA STERN MATH AND SCIENCE SCHOOL (SMASS) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time 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
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 ALLIANCE MARC & EVA STERN MATH AND SCIENCE SCHOOL (SMASS) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	19	17	NC	52.30%	NA
B. Higher Ed or Competitively Employed		17	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		19	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE OUCHI-O DONOVAN 6-12 COMPLEX School District

CDS Code	0111641	FMTA Region	4
District Name	ALLIANCE OUCHI-O DONOVAN 6-12 COMPLEX	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	90	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALLIANCE OUCHI-O DONOVAN 6-12 COMPLEX School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	21	NC		
Hispanic	NA	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%	86	79	91.9%	>49.2%	Yes
B. <40%		*	7.0%	<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 ALLIANCE OUCHI-O DONOVAN 6-12 COMPLEX School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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
89	89	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 ALLIANCE OUCHI-O DONOVAN 6-12 COMPLEX School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 ALLIANCE OUCHI-O DONOVAN 6-12 COMPLEX School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time 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
26	26	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 ALLIANCE OUCHI-O DONOVAN 6-12 COMPLEX School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 ALMOND ACRES CHARTER ACADEMY School District

CDS Code	0125807	FMTA Region	1
District Name	ALMOND ACRES CHARTER ACADEMY	SELPA	4000 San Luis Obispo County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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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%	26	25	96.2%	>49.2%	Yes
B. <40%		*	3.8%	<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: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ALMOND ACRES CHARTER ACADEMY
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	*	*	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)

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALMOND ACRES CHARTER ACADEMY 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
31	32	96.9%	>90%	Yes

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 ALMOND ACRES CHARTER ACADEMY 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
150	30	106	*	*	99.1%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ALMOND ACRES CHARTER ACADEMY
School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPAUGH ACHIEVEMENT ACADEMY CHARTER School District

CDS Code	0112466	FMTA Region	4
District Name	ALPAUGH ACHIEVEMENT ACADEMY CHARTER	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	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 ALPAUGH ACHIEVEMENT 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	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 ALPAUGH ACHIEVEMENT 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	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
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 ALPAUGH ACHIEVEMENT 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
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 ALPAUGH ACHIEVEMENT 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
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 ALPAUGH ACHIEVEMENT 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 ALPAUGH UNIFIED School District

CDS Code	5471803	FMTA Region	4
District Name	ALPAUGH 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
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	16	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPAUGH 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	15	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	16	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 ALPAUGH 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	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
25	25	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPAUGH 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
*	*	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 ALPAUGH 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
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPAUGH 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 ALPHA JOSE HERNANDEZ MIDDLE (ALPHA 2) School District

CDS Code	0129213	FMTA Region	4
District Name	ALPHA JOSE HERNANDEZ MIDDLE (ALPHA 2)	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPHA JOSE HERNANDEZ MIDDLE (ALPHA 2) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	16	16	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPHA JOSE HERNANDEZ MIDDLE (ALPHA 2) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	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
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 ALPHA JOSE HERNANDEZ MIDDLE (ALPHA 2) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	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
ALPHA JOSE HERNANDEZ MIDDLE (ALPHA 2) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPHA JOSE HERNANDEZ MIDDLE (ALPHA 2) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPHA: BLANCA ALVARADO MIDDLE School District

CDS Code	0125526	FMTA Region	4
District Name	ALPHA: BLANCA ALVARADO 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	35	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 ALPHA: BLANCA ALVARADO MIDDLE School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	NA	NC		
Hispanic	NA	33	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	34	29	85.3%	>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 ALPHA: BLANCA ALVARADO 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
48	49	98.0%	>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 ALPHA: BLANCA ALVARADO MIDDLE School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPHA: BLANCA ALVARADO 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 ALPHA: BLANCA ALVARADO 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 ALPINE COUNTY SCHOOLS School District

CDS Code	0210025	FMTA Region	4
District Name	ALPINE COUNTY SCHOOLS	SELPA	0911 Tahoe-Alpine

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
0.00	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	--	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	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 ALPINE COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	NA	NA	NC	>49.2%	NA
B. <40%		NA	NC	<24.6%	NA
C. Separate Schools		NA	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPINE 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	*	12	NC	82.1%	NA
Outcome B					
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	12	NC	82.5%	NA
Outcome C					
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	12	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NC	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPINE 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
ALPINE 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	*	*	*	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 ALPINE 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 ALPINE COUNTY UNIFIED School District

CDS Code	0261333	FMTA Region	4
District Name	ALPINE COUNTY UNIFIED	SELPA	0911 Tahoe-Alpine

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
0.00	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 ALPINE COUNTY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	23	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	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	30	25	83.3%	>49.2%	Yes
B. <40%		*	10.0%	<24.6%	Yes
C. Separate Schools		*	3.3%	<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 ALPINE COUNTY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	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	*	12	NC	82.1%	NA
Outcome B					
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	12	NC	82.5%	NA
Outcome C					
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	12	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
26	27	96.3%	>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 ALPINE COUNTY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 ALPINE COUNTY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
*	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 ALPINE COUNTY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPINE UNION ELEMENTARY School District

CDS Code	3767967	FMTA Region	2
District Name	ALPINE UNION ELEMENTARY	SELPA	3701 East County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	285	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 ALPINE 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	18	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	52	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	194	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	211	136	64.5%	>49.2%	Yes
B. <40%		30	14.2%	<24.6%	Yes
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 ALPINE 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	27	96.4%	>32.9%	Yes
B. Separate		*	3.6%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	82	145	56.6%	72.7%	No
2. Functioning within age expectations	211	308	68.5%	82.1%	No
Outcome B					
1. Substantially Increased	90	147	61.2%	70.0%	No
2. Functioning within age expectations	205	308	66.6%	82.5%	No
Outcome C					
1. Substantially Increased	91	143	63.6%	75.0%	No
2. Functioning within age expectations	215	308	69.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
321	321	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 ALPINE 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
69	30	39	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPINE 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
277	13	211	*	35	95.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALPINE 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 ALTA LOMA SCHOOL DISTRICT School District

CDS Code	3667595	FMTA Region	2
District Name	ALTA LOMA SCHOOL DISTRICT	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
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	743	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 ALTA LOMA 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	28	NC		
African American	NA	62	NC		
Hispanic	NA	319	NC		
Multi-Ethnic	NA	13	NC		
Pacific Islander	NA	*	NC		
White	NA	310	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	552	332	60.1%	>49.2%	Yes
B. <40%		114	20.7%	<24.6%	Yes
C. Separate Schools		*	1.4%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALTA LOMA 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	88	60	68.2%	>32.9%	Yes
B. Separate		23	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	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
791	794	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 ALTA LOMA 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
158	130	26	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 ALTA LOMA 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
195	24	146	*	12	96.7%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALTA LOMA 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	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALTA VISTA ELEMENTARY School District

CDS Code	5471811	FMTA Region	4
District Name	ALTA VISTA 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	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 ALTA VISTA 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	18	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%	19	17	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALTA VISTA 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
30	30	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALTA VISTA 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 ALTA VISTA 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 ALTA VISTA 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 ALTA VISTA PUBLIC CHARTER School District

CDS Code	0120592	FMTA Region	4
District Name	ALTA VISTA PUBLIC 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
8.62	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
13.92%	<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?
NA	242	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 ALTA VISTA PUBLIC CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	79	NC		
Hispanic	NA	105	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	53	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	159	146	91.8%	>49.2%	Yes
B. <40%		*	6.3%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALTA VISTA PUBLIC 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
246	247	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 ALTA VISTA PUBLIC 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 ALTA VISTA PUBLIC 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
197	197	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 ALTA VISTA PUBLIC 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	14	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		14	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALTA VISTA SOUTH PUBLIC CHARTER School District

CDS Code	0131151	FMTA Region	4
District Name	ALTA VISTA SOUTH PUBLIC 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?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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ALTA VISTA SOUTH PUBLIC CHARTER
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%	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: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALTA VISTA SOUTH PUBLIC CHARTER 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 ALTA VISTA SOUTH PUBLIC CHARTER 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
56	56	100.0%	>90%	Yes

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 ALTA VISTA SOUTH PUBLIC CHARTER 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
39	39	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
ALTA VISTA SOUTH PUBLIC 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 ALTA-DUTCH FLAT UNION SCHOOL DISTRICT School District

CDS Code	3166779	FMTA Region	4
District Name	ALTA-DUTCH FLAT UNION SCHOOL DISTRICT	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
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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 ALTA-DUTCH FLAT UNION 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	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALTA-DUTCH FLAT UNION 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	*	*	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	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
15	15	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALTA-DUTCH FLAT UNION 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
*	*	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 ALTA-DUTCH FLAT UNION 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
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
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 ALTA-DUTCH FLAT UNION 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	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALUM ROCK UNION ELEMENTARY School District

CDS Code	4369369	FMTA Region	4
District Name	ALUM ROCK UNION ELEMENTARY	SELPA	4311 Southeast Consortium

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	1,609	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 ALUM ROCK 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	151	NC		
African American	NA	50	NC		
Hispanic	NA	1,308	NC		
Multi-Ethnic	NA	15	NC		
Pacific Islander	NA	*	NC		
White	NA	75	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,255	546	43.5%	>49.2%	No
B. <40%		416	33.1%	<24.6%	No
C. Separate Schools		21	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 ALUM ROCK 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	206	122	59.2%	>32.9%	Yes
B. Separate		53	25.7%	<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	138	246	56.1%	72.7%	No
2. Functioning within age expectations	191	357	53.5%	82.1%	No
Outcome B					
1. Substantially Increased	147	243	60.5%	70.0%	No
2. Functioning within age expectations	194	357	54.3%	82.5%	No
Outcome C					
1. Substantially Increased	155	233	66.5%	75.0%	No
2. Functioning within age expectations	212	357	59.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,671	1,672	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 ALUM ROCK 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
400	312	87	99.7%	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 ALUM ROCK 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
240	64	153	17	*	96.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 ALUM ROCK 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 ALVIEW-DAIRYLAND UNION ELEMENTARY School District

CDS Code	2065177	FMTA Region	3
District Name	ALVIEW-DAIRYLAND UNION ELEMENTARY	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
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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 ALVIEW-DAIRYLAND 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	15	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	14	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALVIEW-DAIRYLAND 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	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
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 ALVIEW-DAIRYLAND 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
ALVIEW-DAIRYLAND 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
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
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 ALVIEW-DAIRYLAND 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 ALVINA ELEMENTARY School District

CDS Code	1061994	FMTA Region	3
District Name	ALVINA 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?
NA	16	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALVINA 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	13	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	12	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 ALVINA 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
19	19	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALVINA 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 ALVINA 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 ALVINA 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 ALVINA ELEMENTARY School District

CDS Code	6005730	FMTA Region	3
District Name	ALVINA 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?
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 ALVINA ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	NA	NA	NC	>49.2%	NA
B. <40%		NA	NC	<24.6%	NA
C. Separate Schools		NA	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALVINA 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	79	136	58.1%	72.7%	No
2. Functioning within age expectations	132	234	56.4%	82.1%	No
Outcome B					
1. Substantially Increased	87	151	57.6%	70.0%	No
2. Functioning within age expectations	118	234	50.4%	82.5%	No
Outcome C					
1. Substantially Increased	64	112	57.1%	75.0%	No
2. Functioning within age expectations	153	234	65.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NC	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ALVINA 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 ALVINA 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 ALVINA 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 ALVORD UNIFIED School District

CDS Code	3366977	FMTA Region	2
District Name	ALVORD 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
70.95	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
1.30%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	2,398	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 ALVORD 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	65	NC		
African American	NA	144	NC		
Hispanic	*	1,826	NC		
Multi-Ethnic	NA	35	NC		
Pacific Islander	NA	12	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%	2,021	845	41.8%	>49.2%	No
B. <40%		664	32.9%	<24.6%	No
C. Separate Schools		73	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 ALVORD 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	105	45.5%	>32.9%	Yes
B. Separate		126	54.5%	<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	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
2,568	2,588	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 ALVORD 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
366	262	104	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 ALVORD 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
529	529	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 ALVORD 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	42	33	78.6%	52.30%	Yes
B. Higher Ed or Competitively Employed		39	92.9%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		42	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 AMADOR COUNTY SCHOOLS School District

CDS Code	0310033	FMTA Region	3
District Name	AMADOR COUNTY SCHOOLS	SELPA	0300 Amador County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
78.95	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	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 AMADOR COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	42	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	32	*	31.3%	>49.2%	No
B. <40%		14	43.8%	<24.6%	No
C. Separate Schools		*	12.5%	<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 AMADOR 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	36	26	72.2%	>32.9%	Yes
B. Separate		*	22.2%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	12	17	NC	82.1%	NA
Outcome B					
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	14	17	NC	82.5%	NA
Outcome C					
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	13	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
85	85	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 AMADOR 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
40	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
AMADOR 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
18	NA	*	NA	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
12	12	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AMADOR 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 AMADOR COUNTY UNIFIED School District

CDS Code	0373981	FMTA Region	3
District Name	AMADOR COUNTY UNIFIED	SELPA	0300 Amador County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
88.89	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
4.26%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	633	0.95	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AMADOR COUNTY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	21	NC	2.43%	No
Asian	NA	*	NC		
African American	*	*	NC		
Hispanic	*	135	1.48		
Multi-Ethnic	NA	17	NC		
Pacific Islander	NA	*	NC		
White	*	454	0.66		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	515	222	43.1%	>49.2%	No
B. <40%		91	17.7%	<24.6%	Yes
C. Separate Schools		*	1.7%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AMADOR COUNTY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	28	22	78.6%	>32.9%	Yes
B. Separate		*	10.7%	<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	*	*	NC	72.7%	NA
2. Functioning within age expectations	12	17	NC	82.1%	NA
Outcome B					
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	14	17	NC	82.5%	NA
Outcome C					
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	13	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
664	669	99.3%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AMADOR COUNTY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	68	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
AMADOR COUNTY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
18	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
114	114	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 AMADOR COUNTY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	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 AMBASSADOR PHILLIP V. SANCHEZ PUBLIC CHARTER School District

CDS Code	0124982	FMTA Region	4
District Name	AMBASSADOR PHILLIP V. SANCHEZ PUBLIC 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
10.53	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
41.67%	<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?
NA	45	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AMBASSADOR PHILLIP V. SANCHEZ PUBLIC 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%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	25	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%	35	35	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AMBASSADOR PHILLIP V. SANCHEZ PUBLIC 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
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 AMBASSADOR PHILLIP V. SANCHEZ PUBLIC 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 AMBASSADOR PHILLIP V. SANCHEZ PUBLIC 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
45	45	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AMBASSADOR PHILLIP V. SANCHEZ PUBLIC 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	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 ANAHEIM CITY SCHOOL DISTRICT School District

CDS Code	3066423	FMTA Region	1
District Name	ANAHEIM CITY SCHOOL DISTRICT	SELPA	3011 Anaheim City

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	2,624	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 ANAHEIM CITY 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	133	NC		
African American	NA	52	NC		
Hispanic	NA	2,205	NC		
Multi-Ethnic	NA	53	NC		
Pacific Islander	NA	*	NC		
White	NA	172	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,869	1,130	60.5%	>49.2%	Yes
B. <40%		538	28.8%	<24.6%	No
C. Separate Schools		24	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 ANAHEIM CITY 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	518	310	59.8%	>32.9%	Yes
B. Separate		181	34.9%	<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	63	94	67.0%	72.7%	No
2. Functioning within age expectations	90	154	58.4%	82.1%	No
Outcome B					
1. Substantially Increased	74	114	64.9%	70.0%	No
2. Functioning within age expectations	71	154	46.1%	82.5%	No
Outcome C					
1. Substantially Increased	67	87	77.0%	75.0%	Yes
2. Functioning within age expectations	102	154	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
2,981	2,986	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 ANAHEIM CITY 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	Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
665	413	231	95.2%	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
ANAHEIM CITY 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
82	NA	54	20	0	87.1%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANAHEIM CITY 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	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANAHEIM UNION HIGH School District

CDS Code	3066431	FMTA Region	1
District Name	ANAHEIM UNION HIGH	SELPA	3013 Greater Anaheim

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
62.36	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
9.93%	<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?
43	3,950	1.09	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 ANAHEIM 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	15	NC	2.43%	No
Asian	NA	257	NC		
African American	*	220	1.36		
Hispanic	36	2,727	1.32		
Multi-Ethnic	NA	61	NC		
Pacific Islander	NA	18	NC		
White	*	652	0.61		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	3,470	1,787	51.5%	>49.2%	Yes
B. <40%		807	23.3%	<24.6%	Yes
C. Separate Schools		270	7.8%	<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 ANAHEIM 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	57	91	62.6%	72.7%	No
2. Functioning within age expectations	93	149	62.4%	82.1%	No
Outcome B					
1. Substantially Increased	53	84	63.1%	70.0%	No
2. Functioning within age expectations	93	149	62.4%	82.5%	No
Outcome C					
1. Substantially Increased	38	59	64.4%	75.0%	No
2. Functioning within age expectations	116	149	77.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,758	3,779	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 ANAHEIM 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
119	94	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 ANAHEIM 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
120	12	94	*	*	94.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
1,610	1,609	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 ANAHEIM 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	139	68	48.9%	52.30%	No
B. Higher Ed or Competitively Employed		100	71.9%	72.4%	No
C. Any Post-Secondary Ed or Employed		123	88.5%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANAHUACALMECAC INTERNATIONAL UNIVERSITY PREPARATORY HIGH SCHOOL OF NORTH AMERICA School District

CDS Code	0130799	FMTA Region	4
District Name	ANAHUACALMECAC INTERNATIONAL UNIVERSITY PREPARATORY HIGH SCHOOL OF NORTH AMERICA	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
ANAHUACALMECAC INTERNATIONAL UNIVERSITY PREPARATORY HIGH SCHOOL OF NORTH AMERICA School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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%	12	11	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANAHUACALMECAC INTERNATIONAL UNIVERSITY PREPARATORY HIGH SCHOOL OF NORTH AMERICA School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
15	15	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANAHUACALMECAC INTERNATIONAL UNIVERSITY PREPARATORY HIGH SCHOOL OF NORTH AMERICA School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
ANAHUACALMECAC INTERNATIONAL UNIVERSITY PREPARATORY HIGH SCHOOL OF NORTH AMERICA School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time 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
ANAHUACALMECAC INTERNATIONAL UNIVERSITY PREPARATORY HIGH SCHOOL OF NORTH AMERICA School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANDERSON UNION HIGH School District

CDS Code	4569856	FMTA Region	3
District Name	ANDERSON UNION HIGH	SELPA	4500 Shasta County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
80.88	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
8.93%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	98	95%	--	8.9	100	--
Math	94	95%	--	13.6	100	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	247	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 ANDERSON 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	18	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	24	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	189	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	183	62	33.9%	>49.2%	No
B. <40%		24	13.1%	<24.6%	Yes
C. Separate Schools		15	8.2%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANDERSON UNION HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	37	62	59.7%	72.7%	No
2. Functioning within age expectations	73	119	61.3%	82.1%	No
Outcome B					
1. Substantially Increased	40	62	64.5%	70.0%	No
2. Functioning within age expectations	74	119	62.2%	82.5%	No
Outcome C					
1. Substantially Increased	38	56	67.9%	75.0%	No
2. Functioning within age expectations	87	119	73.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
228	228	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 ANDERSON 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
ANDERSON UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
99	16	61	*	*	95.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
139	138	99.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANDERSON 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	41	11	26.8%	52.30%	No
B. Higher Ed or Competitively Employed		21	51.2%	72.4%	No
C. Any Post-Secondary Ed or Employed		38	92.7%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANDERSON VALLEY UNIFIED School District

CDS Code	2365540	FMTA Region	3
District Name	ANDERSON VALLEY 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
85.71	69.25	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 ANDERSON VALLEY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	44	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	24	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	56	18	32.1%	>49.2%	No
B. <40%		*	14.3%	<24.6%	Yes
C. Separate Schools		*	17.9%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANDERSON VALLEY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
75	77	97.4%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANDERSON 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
19	15	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ANDERSON 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
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
25	24	96.0%	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 ANDERSON VALLEY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANIMO CHARTER HIGH - INGLEWOOD School District

CDS Code	1996586	FMTA Region	1
District Name	ANIMO CHARTER HIGH - 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
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	100	95%	--	20	100	--
Math	100	95%	--	46.7	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	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 ANIMO CHARTER HIGH - 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	*	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	31	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%	36	35	97.2%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANIMO CHARTER HIGH - 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	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
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 ANIMO CHARTER HIGH - 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
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 ANIMO CHARTER HIGH - 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
29	29	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 ANIMO CHARTER HIGH - 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	*	*	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 ANIMO LEADERSHIP CHARTER School District

CDS Code	1996313	FMTA Region	1
District Name	ANIMO LEADERSHIP 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
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	100	95%	--	15.4	100	--
Math	100	95%	--	23.1	100	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 ANIMO LEADERSHIP CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	39	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%	45	37	82.2%	>49.2%	Yes
B. <40%		*	4.4%	<24.6%	Yes
C. Separate Schools		*	2.2%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANIMO LEADERSHIP 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
30	30	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANIMO LEADERSHIP 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 ANIMO LEADERSHIP 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
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 ANIMO LEADERSHIP 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 ANTELOPE ELEMENTARY School District

CDS Code	5271472	FMTA Region	4
District Name	ANTELOPE ELEMENTARY	SELPA	5200 Tehama County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	76	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 ANTELOPE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	64	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	55	45	81.8%	>49.2%	Yes
B. <40%		*	3.6%	<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 ANTELOPE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	13	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
85	85	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 ANTELOPE 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	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANTELOPE 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
35	*	25	*	0	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANTELOPE 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 ANTELOPE VALLEY LEARNING ACADEMY School District

CDS Code	0112714	FMTA Region	4
District Name	ANTELOPE VALLEY LEARNING 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
5.08	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
43.56%	<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	310	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 ANTELOPE VALLEY LEARNING 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	76	NC		
Hispanic	NA	153	NC		
Multi-Ethnic	NA	11	NC		
Pacific Islander	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%	202	118	58.4%	>49.2%	Yes
B. <40%		76	37.6%	<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 ANTELOPE VALLEY LEARNING 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
293	297	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 ANTELOPE VALLEY LEARNING 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
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 ANTELOPE VALLEY LEARNING 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
251	250	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 ANTELOPE VALLEY LEARNING 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	28	*	10.7%	52.30%	No
B. Higher Ed or Competitively Employed		12	42.9%	72.4%	No
C. Any Post-Secondary Ed or Employed		28	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANTELOPE VALLEY UNION HIGH School District

CDS Code	1964246	FMTA Region	1
District Name	ANTELOPE VALLEY UNION HIGH	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
53.77	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
5.81%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
145	4,279	3.39	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 ANTELOPE 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	20	NC	2.43%	Yes
Asian	NA	47	NC		
African American	91	1,474	6.17		
Hispanic	41	1,895	2.16		
Multi-Ethnic	NA	51	NC		
Pacific Islander	NA	*	NC		
White	13	782	1.66		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	3,307	886	26.8%	>49.2%	No
B. <40%		1,255	37.9%	<24.6%	No
C. Separate Schools		88	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 ANTELOPE 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	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
3,641	3,677	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 ANTELOPE 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
136	130	*	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
ANTELOPE 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
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
2,601	2,601	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 ANTELOPE 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	285	93	32.6%	52.30%	No
B. Higher Ed or Competitively Employed		142	49.8%	72.4%	No
C. Any Post-Secondary Ed or Employed		285	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 ANTIOCH UNIFIED School District

CDS Code	0761648	FMTA Region	2
District Name	ANTIOCH UNIFIED	SELPA	0701 Contra Costa

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
56.59	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
8.41%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
57	2,883	1.98	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ANTIOCH 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	33	NC	2.43%	Yes
Asian	NA	136	NC		
African American	40	1,085	3.69		
Hispanic	*	955	1.05		
Multi-Ethnic	*	64	NC		
Pacific Islander	NA	29	NC		
White	*	581	1.03		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,280	903	39.6%	>49.2%	No
B. <40%		661	29.0%	<24.6%	No
C. Separate Schools		162	7.1%	<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 ANTIOCH 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	227	169	74.4%	>32.9%	Yes
B. Separate		50	22.0%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	101	169	59.8%	72.7%	No
2. Functioning within age expectations	179	287	62.4%	82.1%	No
Outcome B					
1. Substantially Increased	99	166	59.6%	70.0%	No
2. Functioning within age expectations	171	287	59.6%	82.5%	No
Outcome C					
1. Substantially Increased	105	156	67.3%	75.0%	No
2. Functioning within age expectations	191	287	66.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,758	2,806	98.3%	>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 ANTIOCH 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
418	261	149	97.0%	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 ANTIOCH 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
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
783	758	96.8%	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 ANTIOCH 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 APPLE VALLEY UNIFIED School District

CDS Code	3675077	FMTA Region	2
District Name	APPLE VALLEY UNIFIED	SELPA	3601 Desert Mountain

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
60.57	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
4.65%	<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?
14	2,048	0.68	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for APPLE VALLEY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	16	NC	2.43%	No
Asian	NA	19	NC		
African American	*	363	1.93		
Hispanic	*	741	0.40		
Multi-Ethnic	*	44	NC		
Pacific Islander	NA	*	NC		
White	*	858	0.35		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,596	568	35.6%	>49.2%	No
B. <40%		636	39.8%	<24.6%	No
C. Separate Schools		65	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 APPLE 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	151	81	53.6%	>32.9%	Yes
B. Separate		45	29.8%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
1,984	1,988	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 APPLE 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
294	225	58	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 APPLE VALLEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
141	12	78	30	15	92.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
513	513	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 APPLE 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	49	19	38.8%	52.30%	No
B. Higher Ed or Competitively Employed		31	63.3%	72.4%	No
C. Any Post-Secondary Ed or Employed		49	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARCADIA UNIFIED School District

CDS Code	1964261	FMTA Region	1
District Name	ARCADIA 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
90.38	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
1.54%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	757	0.40	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARCADIA 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	276	NC		
African American	*	34	NC		
Hispanic	*	237	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	*	196	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	629	174	27.7%	>49.2%	No
B. <40%		113	18.0%	<24.6%	Yes
C. Separate Schools		17	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 ARCADIA 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	74	53	71.6%	>32.9%	Yes
B. Separate		*	8.1%	<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
760	773	98.3%	>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 ARCADIA 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
139	108	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 ARCADIA 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
140	140	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 ARCADIA 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	66	51	77.3%	52.30%	Yes
B. Higher Ed or Competitively Employed		60	90.9%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		64	97.0%	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 ARCATA ELEMENTARY School District

CDS Code	1262679	FMTA Region	4
District Name	ARCATA 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	150	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARCATA 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	18	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	105	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	130	92	70.8%	>49.2%	Yes
B. <40%		16	12.3%	<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 ARCATA 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	23	*	43.5%	>32.9%	Yes
B. Separate		12	52.2%	<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	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
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 ARCATA 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
43	35	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARCATA 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 ARCATA 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 ARCOHE UNION ELEMENTARY School District

CDS Code	3467280	FMTA Region	4
District Name	ARCOHE UNION ELEMENTARY	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
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	44	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARCOHE 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	17	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	21	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	34	*	20.6%	>49.2%	No
B. <40%		*	14.7%	<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 ARCOHE 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	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
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 ARCOHE 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
ARCOHE 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
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
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 ARCOHE 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 ARENA UNION ELEMENTARY School District

CDS Code	2365557	FMTA Region	3
District Name	ARENA UNION ELEMENTARY	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
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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 ARENA UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	NA
Asian	NA	*	NC		
African American	NA	NA	NC		
Hispanic	NA	11	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	15	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	31	27	87.1%	>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 ARENA 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	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
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 ARENA UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
12	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 ARENA 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
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
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 ARENA 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 ARMONA UNION ELEMENTARY School District

CDS Code	1663875	FMTA Region	2
District Name	ARMONA UNION ELEMENTARY	SELPA	1600 Kings County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
42.86	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	177	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 ARMONA 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	11	NC		
Hispanic	NA	121	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	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%	135	84	62.2%	>49.2%	Yes
B. <40%		34	25.2%	<24.6%	No
C. Separate Schools		*	1.5%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARMONA 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	14	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	27	44	61.4%	72.7%	No
2. Functioning within age expectations	41	69	59.4%	82.1%	No
Outcome B					
1. Substantially Increased	24	43	55.8%	70.0%	No
2. Functioning within age expectations	37	69	53.6%	82.5%	No
Outcome C					
1. Substantially Increased	29	44	65.9%	75.0%	No
2. Functioning within age expectations	40	69	58.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
183	183	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 ARMONA 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
32	27	*	93.1%	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 ARMONA 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
42	NA	38	NA	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
12	12	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARMONA UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AROMAS/SAN JUAN UNIFIED School District

CDS Code	3575259	FMTA Region	1
District Name	AROMAS/SAN JUAN UNIFIED	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
66.67	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	152	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 AROMAS/SAN JUAN UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	109	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	39	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	101	77	76.2%	>49.2%	Yes
B. <40%		*	7.9%	<24.6%	Yes
C. Separate Schools		*	1.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AROMAS/SAN JUAN UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	17	25	68.0%	82.1%	No
Outcome B					
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	20	25	80.0%	82.5%	No
Outcome C					
1. Substantially Increased	*	11	NC	75.0%	NA
2. Functioning within age expectations	21	25	84.0%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
134	135	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 AROMAS/SAN JUAN UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
23	18	*	94.7%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
AROMAS/SAN JUAN UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
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
28	28	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AROMAS/SAN JUAN UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	11	*	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 ARROYO PASEO CHARTER HIGH SCHOOL School District

CDS Code	0114520	FMTA Region	4
District Name	ARROYO PASEO CHARTER HIGH SCHOOL	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
50.00	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	89	95%	--	--	100	--
Math	78	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?
*	31	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 ARROYO PASEO CHARTER HIGH SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	*	23	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%	31	30	96.8%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARROYO PASEO CHARTER HIGH SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 ARROYO PASEO CHARTER HIGH SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	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 ARROYO PASEO CHARTER HIGH SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
26	26	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 ARROYO PASEO CHARTER HIGH SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARVIN UNION ELEMENTARY School District

CDS Code	1563313	FMTA Region	2
District Name	ARVIN 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?
*	320	0.63	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARVIN 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	*	300	0.67		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	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%	261	160	61.3%	>49.2%	Yes
B. <40%		75	28.7%	<24.6%	No
C. Separate Schools		*	0.4%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARVIN 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	44	18	40.9%	>32.9%	Yes
B. Separate		*	22.7%	<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	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
355	355	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 ARVIN 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
87	65	19	95.6%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARVIN 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
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ARVIN 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 ASA CHARTER School District

CDS Code	0107730	FMTA Region	2
District Name	ASA CHARTER	SELPA	3612 San Bernardino City Unified

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
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 ASA CHARTER School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	NA	NA	NC	>49.2%	NA
B. <40%		NA	NC	<24.6%	NA
C. Separate Schools		NA	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASA 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	21	49	42.9%	72.7%	No
2. Functioning within age expectations	27	67	40.3%	82.1%	No
Outcome B					
1. Substantially Increased	22	52	42.3%	70.0%	No
2. Functioning within age expectations	27	67	40.3%	82.5%	No
Outcome C					
1. Substantially Increased	32	49	65.3%	75.0%	No
2. Functioning within age expectations	28	67	41.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 ASA CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASA 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
87	11	51	NA	*	73.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 ASA 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 ASCEND School District

CDS Code	6118608	FMTA Region	4
District Name	ASCEND	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	55	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 ASCEND School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	52	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%	38	37	97.4%	>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 ASCEND School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
50	50	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASCEND School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 ASCEND School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 ASCEND School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE ANTONIO MARIA LUGO ACADEMY School District

CDS Code	0109660	FMTA Region	4
District Name	ASPIRE ANTONIO MARIA LUGO ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 ASPIRE ANTONIO MARIA LUGO 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	28	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	14	13	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE ANTONIO MARIA LUGO 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
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 ASPIRE ANTONIO MARIA LUGO ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE ANTONIO MARIA LUGO 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 ASPIRE ANTONIO MARIA LUGO 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 ASPIRE BENJAMIN HOLT COLLEGE PREPARATORY ACADEMY School District

CDS Code	0101956	FMTA Region	4
District Name	ASPIRE BENJAMIN HOLT COLLEGE PREPARATORY ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
0.00	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 ASPIRE BENJAMIN HOLT COLLEGE PREPARATORY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	*	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%	26	26	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 ASPIRE BENJAMIN HOLT COLLEGE PREPARATORY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
33	33	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 ASPIRE BENJAMIN HOLT COLLEGE PREPARATORY ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	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
ASPIRE BENJAMIN HOLT COLLEGE PREPARATORY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 ASPIRE BENJAMIN HOLT COLLEGE PREPARATORY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE BERKLEY MAYNARD ACADEMY School District

CDS Code	0109819	FMTA Region	4
District Name	ASPIRE BERKLEY MAYNARD ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	51	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 ASPIRE BERKLEY MAYNARD 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	*	33	NC		
Hispanic	NA	15	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%	40	37	92.5%	>49.2%	Yes
B. <40%		*	7.5%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE BERKLEY MAYNARD ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
51	51	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE BERKLEY MAYNARD 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 ASPIRE BERKLEY MAYNARD 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 ASPIRE BERKLEY MAYNARD 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 ASPIRE CALIFORNIA COLLEGE PREPARATORY ACADEMY School District

CDS Code	0118489	FMTA Region	4
District Name	ASPIRE CALIFORNIA COLLEGE PREPARATORY ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
62.50	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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?
*	28	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 ASPIRE CALIFORNIA COLLEGE PREPARATORY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	*	16	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	24	96.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		*	4.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE CALIFORNIA COLLEGE PREPARATORY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
30	30	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE CALIFORNIA COLLEGE PREPARATORY ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE CALIFORNIA COLLEGE PREPARATORY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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
16	16	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE CALIFORNIA COLLEGE PREPARATORY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	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 ASPIRE CAPITOL HEIGHTS ACADEMY School District

CDS Code	0102343	FMTA Region	4
District Name	ASPIRE CAPITOL HEIGHTS ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	28	7.14	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 ASPIRE CAPITOL HEIGHTS 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	*	18	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	22	22	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 ASPIRE CAPITOL HEIGHTS 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
30	30	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE CAPITOL HEIGHTS ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE CAPITOL HEIGHTS 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 ASPIRE CAPITOL HEIGHTS 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 ASPIRE CENTENNIAL COLLEGE PREPARATORY ACADEMY School District

CDS Code	0112128	FMTA Region	4
District Name	ASPIRE CENTENNIAL COLLEGE PREPARATORY ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 ASPIRE CENTENNIAL COLLEGE PREPARATORY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	40	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%	45	45	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE CENTENNIAL COLLEGE PREPARATORY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
47	47	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE CENTENNIAL COLLEGE PREPARATORY ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	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 ASPIRE CENTENNIAL COLLEGE PREPARATORY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 ASPIRE CENTENNIAL COLLEGE PREPARATORY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE COLLEGE ACADEMY School District

CDS Code	0128413	FMTA Region	4
District Name	ASPIRE COLLEGE ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	--
Math	NC	95%	NA	NC	100	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	25	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE COLLEGE ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	18	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%	22	16	72.7%	>49.2%	Yes
B. <40%		*	13.6%	<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 ASPIRE COLLEGE 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
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 ASPIRE COLLEGE ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE COLLEGE 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 ASPIRE COLLEGE 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 ASPIRE EAST PALO ALTO CHARTER SCHOOL School District

CDS Code	6114953	FMTA Region	4
District Name	ASPIRE EAST PALO ALTO CHARTER SCHOOL	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	53	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 ASPIRE EAST PALO ALTO 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	*	NC		
Hispanic	*	48	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%	66	63	95.5%	>49.2%	Yes
B. <40%		*	1.5%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE EAST PALO ALTO CHARTER SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
80	80	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 ASPIRE EAST PALO ALTO 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
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 ASPIRE EAST PALO ALTO CHARTER SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
19	19	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE EAST PALO ALTO 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 ASPIRE ERES ACADEMY School District

CDS Code	0120188	FMTA Region	4
District Name	ASPIRE ERES ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	25	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE ERES ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	25	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	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 ASPIRE ERES 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
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 ASPIRE ERES 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 ASPIRE ERES 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 ASPIRE ERES 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 ASPIRE HUNTINGTON PARK CHARTER SCHOOL School District

CDS Code	0117960	FMTA Region	4
District Name	ASPIRE HUNTINGTON PARK CHARTER SCHOOL	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	16	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE HUNTINGTON PARK 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	16	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	14	13	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE HUNTINGTON PARK CHARTER SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
15	16	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE HUNTINGTON PARK 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	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ASPIRE HUNTINGTON PARK CHARTER SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE HUNTINGTON PARK 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 ASPIRE LANGSTON HUGHES ACADEMY School District

CDS Code	0118497	FMTA Region	4
District Name	ASPIRE LANGSTON HUGHES 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?
*	52	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 ASPIRE LANGSTON HUGHES ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	*	NC		
African American	*	16	NC		
Hispanic	NA	30	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%	56	54	96.4%	>49.2%	Yes
B. <40%		*	1.8%	<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 ASPIRE LANGSTON HUGHES 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
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 ASPIRE LANGSTON HUGHES 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
ASPIRE LANGSTON HUGHES 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 ASPIRE LANGSTON HUGHES 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 ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY School District

CDS Code	0130666	FMTA Region	4
District Name	ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
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?
*	55	3.64	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 ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	Yes
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	*	53	3.77		
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	49	92.5%	>49.2%	Yes
B. <40%		*	5.7%	<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 ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
57	57	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 ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	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 ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
12	12	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE MILLSMONT SECONDARY ACADEMY School District

CDS Code	0118224	FMTA Region	4
District Name	ASPIRE MILLSMONT SECONDARY ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
66.67	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	43	11.63	2.43%	Yes

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE MILLSMONT SECONDARY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	Yes
Asian	NA	NA	NC		
African American	*	20	NC		
Hispanic	*	23	17.39		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	43	42	97.7%	>49.2%	Yes
B. <40%		*	2.3%	<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 ASPIRE MILLSMONT SECONDARY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
43	43	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 ASPIRE MILLSMONT SECONDARY ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ASPIRE MILLSMONT SECONDARY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE MILLSMONT SECONDARY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE MONARCH ACADEMY School District

CDS Code	6117568	FMTA Region	4
District Name	ASPIRE MONARCH ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	38	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE MONARCH ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	34	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	*	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	21	21	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 ASPIRE MONARCH 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
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 ASPIRE MONARCH 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 ASPIRE MONARCH 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 ASPIRE MONARCH 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 ASPIRE RIVER OAKS ACADEMY School District

CDS Code	6118921	FMTA Region	4
District Name	ASPIRE RIVER OAKS ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	35	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 ASPIRE RIVER OAKS 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	*	23	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	23	23	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE RIVER OAKS ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 ASPIRE RIVER OAKS 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 ASPIRE RIVER OAKS 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 ASPIRE RIVER OAKS 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 ASPIRE ROSA PARKS ACADEMY School District

CDS Code	0108647	FMTA Region	4
District Name	ASPIRE ROSA PARKS ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	30	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE ROSA PARKS ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	23	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	19	18	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE ROSA PARKS 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
23	23	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 ASPIRE ROSA PARKS ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE ROSA PARKS 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 ASPIRE ROSA PARKS 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 ASPIRE TRIUMPH TECHNOLOGY ACADEMY School District

CDS Code	0130732	FMTA Region	4
District Name	ASPIRE TRIUMPH TECHNOLOGY ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE TRIUMPH TECHNOLOGY 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%	22	19	86.4%	>49.2%	Yes
B. <40%		*	9.1%	<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 ASPIRE TRIUMPH TECHNOLOGY 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
30	30	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE TRIUMPH TECHNOLOGY 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 ASPIRE TRIUMPH TECHNOLOGY 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 ASPIRE TRIUMPH TECHNOLOGY 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 ASPIRE UNIVERSITY CHARTER SCHOOL School District

CDS Code	0118125	FMTA Region	4
District Name	ASPIRE UNIVERSITY CHARTER SCHOOL	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	19	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE UNIVERSITY 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	*	NC	2.43%	NA
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	18	13	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE UNIVERSITY CHARTER SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
20	20	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE UNIVERSITY 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
*	*	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
ASPIRE UNIVERSITY CHARTER SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE UNIVERSITY 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 ASPIRE VANGUARD COLLEGE PREP ACADEMY School District

CDS Code	0120212	FMTA Region	4
District Name	ASPIRE VANGUARD COLLEGE PREP 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 ASPIRE VANGUARD COLLEGE PREP 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%	28	25	89.3%	>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 ASPIRE VANGUARD COLLEGE PREP 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
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 ASPIRE VANGUARD COLLEGE PREP 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
ASPIRE VANGUARD COLLEGE PREP 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 ASPIRE VANGUARD COLLEGE PREP 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 ASPIRE VINCENT SHALVEY ACADEMY School District

CDS Code	6116594	FMTA Region	4
District Name	ASPIRE VINCENT SHALVEY ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 ASPIRE VINCENT SHALVEY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	14	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	22	21	95.5%	>49.2%	Yes
B. <40%		*	4.5%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE VINCENT SHALVEY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
26	26	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE VINCENT SHALVEY ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
ASPIRE VINCENT SHALVEY 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 ASPIRE VINCENT SHALVEY 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 ASPIRE-SUMMIT CHARTER ACADEMY School District

CDS Code	0112292	FMTA Region	4
District Name	ASPIRE-SUMMIT CHARTER ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	31	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 ASPIRE-SUMMIT CHARTER ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	20	NC		
Multi-Ethnic	NA	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%	25	23	92.0%	>49.2%	Yes
B. <40%		*	8.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE-SUMMIT CHARTER ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
30	30	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE-SUMMIT CHARTER ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	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 ASPIRE-SUMMIT CHARTER ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASPIRE-SUMMIT CHARTER ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASSURANCE LEARNING ACADEMY School District

CDS Code	0127100	FMTA Region	4
District Name	ASSURANCE LEARNING 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
0.00	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
79.07%	<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	75	95%	--	--	100	--
Math	67	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	96	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 ASSURANCE LEARNING 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	27	NC		
Hispanic	NA	52	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	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%	81	73	90.1%	>49.2%	Yes
B. <40%		*	1.2%	<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 ASSURANCE LEARNING 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
151	151	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 ASSURANCE LEARNING ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ASSURANCE LEARNING 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
120	120	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 ASSURANCE LEARNING 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 ATASCADERO UNIFIED School District

CDS Code	4068700	FMTA Region	1
District Name	ATASCADERO 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
74.19	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
8.16%	<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?
*	521	0.58	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ATASCADERO 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	15	NC		
Hispanic	*	102	NC		
Multi-Ethnic	NA	14	NC		
Pacific Islander	NA	*	NC		
White	*	373	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%	460	320	69.6%	>49.2%	Yes
B. <40%		69	15.0%	<24.6%	Yes
C. Separate Schools		11	2.4%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ATASCADERO 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	78	94.0%	>32.9%	Yes
B. Separate		*	6.0%	<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	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
626	627	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 ATASCADERO 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
114	102	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 ATASCADERO 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
123	123	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 ATASCADERO 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	*	35.0%	52.30%	No
B. Higher Ed or Competitively Employed		13	65.0%	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 ATWATER ELEMENTARY School District

CDS Code	2465631	FMTA Region	4
District Name	ATWATER 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?
*	570	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 ATWATER 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	14	NC		
African American	NA	12	NC		
Hispanic	*	380	NC		
Multi-Ethnic	NA	19	NC		
Pacific Islander	NA	*	NC		
White	NA	137	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	456	239	52.4%	>49.2%	Yes
B. <40%		136	29.8%	<24.6%	No
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 ATWATER 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	97	51	52.6%	>32.9%	Yes
B. Separate		32	33.0%	<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	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
705	707	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 ATWATER 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
155	132	23	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ATWATER 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
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for ATWATER 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 AUBURN UNION ELEMENTARY School District

CDS Code	3166787	FMTA Region	4
District Name	AUBURN UNION ELEMENTARY	SELPA	3100 Placer County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	321	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 AUBURN 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	84	NC		
Multi-Ethnic	NA	19	NC		
Pacific Islander	NA	*	NC		
White	NA	198	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	254	193	76.0%	>49.2%	Yes
B. <40%		22	8.7%	<24.6%	Yes
C. Separate Schools		*	3.1%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AUBURN 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	49	17	34.7%	>32.9%	Yes
B. Separate		28	57.1%	<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	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
357	360	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 AUBURN 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
91	68	23	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AUBURN 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
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
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 AUBURN 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 AUDEO CHARTER SCHOOL School District

CDS Code	3731395	FMTA Region	4
District Name	AUDEO CHARTER SCHOOL	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
34.29	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
4.92%	<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?
NA	200	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 AUDEO CHARTER SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	22	NC		
Hispanic	NA	88	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	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%	132	131	99.2%	>49.2%	Yes
B. <40%		0	0.0%	<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 AUDEO 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	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
208	208	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 AUDEO 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	Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
AUDEO CHARTER SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
154	154	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 AUDEO 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	12	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		11	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 AVESON GLOBAL LEADERSHIP ACADEMY School District

CDS Code	0113464	FMTA Region	1
District Name	AVESON GLOBAL LEADERSHIP ACADEMY	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
0.00	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	66	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 AVESON GLOBAL LEADERSHIP 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	NA	NC		
African American	NA	20	NC		
Hispanic	NA	20	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	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%	73	64	87.7%	>49.2%	Yes
B. <40%		*	2.7%	<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 AVESON GLOBAL LEADERSHIP 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
93	93	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AVESON GLOBAL LEADERSHIP 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 AVESON GLOBAL LEADERSHIP 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
23	23	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 AVESON GLOBAL LEADERSHIP 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 AVESON SCHOOL OF LEADERS School District

CDS Code	0113472	FMTA Region	1
District Name	AVESON SCHOOL OF LEADERS	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	48	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AVESON SCHOOL OF LEADERS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. 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	*	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%	37	35	94.6%	>49.2%	Yes
B. <40%		*	2.7%	<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 AVESON SCHOOL OF LEADERS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
55	55	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AVESON SCHOOL OF LEADERS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	*	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 AVESON SCHOOL OF LEADERS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time 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 AVESON SCHOOL OF LEADERS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AZUSA UNIFIED School District

CDS Code	1964279	FMTA Region	1
District Name	AZUSA 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
72.64	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
7.09%	<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?
NA	1,515	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 AZUSA 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	23	NC		
African American	NA	40	NC		
Hispanic	NA	1,306	NC		
Multi-Ethnic	NA	19	NC		
Pacific Islander	NA	*	NC		
White	NA	116	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,138	521	45.8%	>49.2%	No
B. <40%		293	25.7%	<24.6%	No
C. Separate Schools		58	5.1%	<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 AZUSA 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	128	59	46.1%	>32.9%	Yes
B. Separate		56	43.8%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
1,443	1,449	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 AZUSA 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
207	148	46	91.9%	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 AZUSA 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	323	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for AZUSA 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	59	27	45.8%	52.30%	No
B. Higher Ed or Competitively Employed		36	61.0%	72.4%	No
C. Any Post-Secondary Ed or Employed		59	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 BAKER VALLEY UNIFIED School District

CDS Code	3673858	FMTA Region	2
District Name	BAKER VALLEY UNIFIED	SELPA	3601 Desert Mountain

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
100.00	69.25	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	33	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BAKER 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	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	29	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%	26	12	46.2%	>49.2%	No
B. <40%		*	11.5%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BAKER VALLEY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		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
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 BAKER 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
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BAKER VALLEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
141	12	78	30	15	92.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BAKER VALLEY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BAKERSFIELD CITY ELEMENTARY School District

CDS Code	1563321	FMTA Region	2
District Name	BAKERSFIELD CITY ELEMENTARY	SELPA	1511 Bakersfield City

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
27	3,171	0.85	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BAKERSFIELD 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	30	NC	2.43%	No
Asian	NA	22	NC		
African American	*	376	1.86		
Hispanic	19	2,290	0.83		
Multi-Ethnic	NA	42	NC		
Pacific Islander	NA	*	NC		
White	*	409	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,574	934	36.3%	>49.2%	No
B. <40%		949	36.9%	<24.6%	No
C. Separate Schools		*	0.1%	<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 BAKERSFIELD 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	290	289	99.7%	>32.9%	Yes
B. Separate		*	0.3%	<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	19	60	31.7%	72.7%	No
2. Functioning within age expectations	36	85	42.4%	82.1%	No
Outcome B					
1. Substantially Increased	29	66	43.9%	70.0%	No
2. Functioning within age expectations	34	85	40.0%	82.5%	No
Outcome C					
1. Substantially Increased	21	51	41.2%	75.0%	No
2. Functioning within age expectations	44	85	51.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,640	3,640	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 BAKERSFIELD 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
499	328	128	88.4%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
BAKERSFIELD 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
87	NA	52	NA	35	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
12	12	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BAKERSFIELD 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 BALDWIN PARK UNIFIED School District

CDS Code	1964287	FMTA Region	1
District Name	BALDWIN PARK 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
78.33	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
0.99%	<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?
*	2,411	0.12	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BALDWIN PARK UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	79	NC		
African American	NA	30	NC		
Hispanic	*	2,245	0.13		
Multi-Ethnic	NA	13	NC		
Pacific Islander	NA	*	NC		
White	NA	40	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,040	1,115	54.7%	>49.2%	Yes
B. <40%		445	21.8%	<24.6%	Yes
C. Separate Schools		75	3.7%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BALDWIN PARK UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	323	152	47.1%	>32.9%	Yes
B. Separate		140	43.3%	<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	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
2,677	2,692	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 BALDWIN PARK UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
352	286	64	99.3%	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 BALDWIN PARK UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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
405	400	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 BALDWIN PARK UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	61	25	41.0%	52.30%	No
B. Higher Ed or Competitively Employed		41	67.2%	72.4%	No
C. Any Post-Secondary Ed or Employed		61	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 BALLARD ELEMENTARY School District

CDS Code	4269104	FMTA Region	1
District Name	BALLARD 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	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 BALLARD 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	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%	16	16	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BALLARD 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
19	19	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BALLARD 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 BALLARD 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 BALLARD 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 BALLICO-CRESSEY ELEMENTARY School District

CDS Code	2465649	FMTA Region	4
District Name	BALLICO-CRESSEY 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	44	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BALLICO-CRESSEY 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	29	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	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%	33	28	84.8%	>49.2%	Yes
B. <40%		*	9.1%	<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 BALLICO-CRESSEY ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	50	89	56.2%	72.7%	No
2. Functioning within age expectations	70	125	56.0%	82.1%	No
Outcome B					
1. Substantially Increased	48	92	52.2%	70.0%	No
2. Functioning within age expectations	61	125	48.8%	82.5%	No
Outcome C					
1. Substantially Increased	49	78	62.8%	75.0%	No
2. Functioning within age expectations	75	125	60.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
43	43	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 BALLICO-CRESSEY 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	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 BALLICO-CRESSEY 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 BALLICO-CRESSEY 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 BANGOR UNION ELEMENTARY School District

CDS Code	0461382	FMTA Region	3
District Name	BANGOR 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?
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 BANGOR 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	20	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	25	19	76.0%	>49.2%	Yes
B. <40%		*	4.0%	<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 BANGOR 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	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
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 BANGOR 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 BANGOR 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 BANGOR 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 BANNING UNIFIED School District

CDS Code	3366985	FMTA Region	2
District Name	BANNING 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
52.00	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
6.76%	<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?
*	560	0.36	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BANNING 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	30	NC	2.43%	No
Asian	NA	16	NC		
African American	NA	66	NC		
Hispanic	*	307	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	137	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	470	245	52.1%	>49.2%	Yes
B. <40%		152	32.3%	<24.6%	No
C. Separate Schools		17	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 BANNING 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	71	60	84.5%	>32.9%	Yes
B. Separate		*	14.1%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
631	638	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 BANNING 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
101	89	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 BANNING 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
139	139	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 BANNING 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 BANTA ELEMENTARY School District

CDS Code	3968486	FMTA Region	3
District Name	BANTA ELEMENTARY	SELPA	3901 San Joaquin County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 BANTA 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	31	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	15	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	45	27	60.0%	>49.2%	Yes
B. <40%		*	4.4%	<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 BANTA 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	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
69	69	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BANTA 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 BANTA 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
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
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 BANTA 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 BARONA INDIAN CHARTER School District

CDS Code	6120901	FMTA Region	2
District Name	BARONA INDIAN CHARTER	SELPA	3701 East County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 BARONA INDIAN 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	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	15	14	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BARONA INDIAN 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	82	145	56.6%	72.7%	No
2. Functioning within age expectations	211	308	68.5%	82.1%	No
Outcome B					
1. Substantially Increased	90	147	61.2%	70.0%	No
2. Functioning within age expectations	205	308	66.6%	82.5%	No
Outcome C					
1. Substantially Increased	91	143	63.6%	75.0%	No
2. Functioning within age expectations	215	308	69.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 BARONA INDIAN 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 BARONA INDIAN 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
277	13	211	*	35	95.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BARONA INDIAN 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 BARSTOW UNIFIED School District

CDS Code	3667611	FMTA Region	2
District Name	BARSTOW 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
52.63	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
7.78%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	869	0.69	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BARSTOW 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	*	NC		
African American	*	197	1.52		
Hispanic	*	355	0.56		
Multi-Ethnic	NA	32	NC		
Pacific Islander	NA	*	NC		
White	*	260	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	709	311	43.9%	>49.2%	No
B. <40%		236	33.3%	<24.6%	No
C. Separate Schools		14	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 BARSTOW 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	66	46	69.7%	>32.9%	Yes
B. Separate		19	28.8%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
810	813	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 BARSTOW 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
121	90	28	96.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BARSTOW 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
167	167	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 BARSTOW UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	22	*	27.3%	52.30%	No
B. Higher Ed or Competitively Employed		*	40.9%	72.4%	No
C. Any Post-Secondary Ed or Employed		22	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BASS LAKE JOINT UNION ELEMENTARY School District

CDS Code	2065185	FMTA Region	3
District Name	BASS LAKE JOINT UNION ELEMENTARY	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
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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 BASS LAKE 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	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	40	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	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%	115	70	60.9%	>49.2%	Yes
B. <40%		11	9.6%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BASS LAKE 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	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
141	143	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 BASS LAKE 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
33	21	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
BASS LAKE 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
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
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 BASS LAKE 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 BASSETT UNIFIED School District

CDS Code	1964295	FMTA Region	1
District Name	BASSETT 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
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
1.67%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	694	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 BASSETT 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	12	NC		
African American	NA	13	NC		
Hispanic	*	640	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	24	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	546	306	56.0%	>49.2%	Yes
B. <40%		111	20.3%	<24.6%	Yes
C. Separate Schools		18	3.3%	<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 BASSETT UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	44	37	84.1%	>32.9%	Yes
B. Separate		*	13.6%	<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	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
624	626	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 BASSETT UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
92	43	42	86.0%	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 BASSETT 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
140	137	97.9%	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 BASSETT 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	45	23	51.1%	52.30%	No
B. Higher Ed or Competitively Employed		31	68.9%	72.4%	No
C. Any Post-Secondary Ed or Employed		45	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 BAYSHORE ELEMENTARY School District

CDS Code	4168858	FMTA Region	2
District Name	BAYSHORE 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	51	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BAYSHORE 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	12	NC		
African American	NA	*	NC		
Hispanic	NA	28	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	*	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	37	27	73.0%	>49.2%	Yes
B. <40%		*	16.2%	<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 BAYSHORE 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	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
37	38	97.4%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BAYSHORE 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 BAYSHORE 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 BAYSHORE 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 BAYSHORE PREPARATORY CHARTER School District

CDS Code	0109785	FMTA Region	4
District Name	BAYSHORE PREPARATORY 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
75.00	69.25	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 BAYSHORE PREPARATORY 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	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	17	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	22	19	86.4%	>49.2%	Yes
B. <40%		*	9.1%	<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 BAYSHORE PREPARATORY 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
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 BAYSHORE PREPARATORY CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	NA	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
BAYSHORE PREPARATORY 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 BAYSHORE PREPARATORY 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 BEAR VALLEY UNIFIED School District

CDS Code	3667637	FMTA Region	2
District Name	BEAR VALLEY UNIFIED	SELPA	3601 Desert Mountain

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
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
6.06%	<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?
*	366	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 BEAR 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	*	NC		
African American	NA	*	NC		
Hispanic	*	118	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	226	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	306	130	42.5%	>49.2%	No
B. <40%		89	29.1%	<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 BEAR 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	18	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	86	183	47.0%	72.7%	No
2. Functioning within age expectations	149	294	50.7%	82.1%	No
Outcome B					
1. Substantially Increased	107	204	52.5%	70.0%	No
2. Functioning within age expectations	141	294	48.0%	82.5%	No
Outcome C					
1. Substantially Increased	97	175	55.4%	75.0%	No
2. Functioning within age expectations	168	294	57.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
360	361	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 BEAR 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
70	29	37	87.9%	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 BEAR VALLEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
141	12	78	30	15	92.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
66	66	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BEAR VALLEY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BEARDSLEY ELEMENTARY School District

CDS Code	1563339	FMTA Region	2
District Name	BEARDSLEY 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?
*	240	1.25	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BEARDSLEY 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	NA	NC		
African American	NA	11	NC		
Hispanic	*	56	3.57		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	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%	175	85	48.6%	>49.2%	No
B. <40%		50	28.6%	<24.6%	No
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BEARDSLEY 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	*	32.1%	>32.9%	No
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	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
284	285	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 BEARDSLEY 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
37	24	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 BEARDSLEY 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 BEARDSLEY 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 BEAUMONT UNIFIED School District

CDS Code	3366993	FMTA Region	2
District Name	BEAUMONT 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
58.62	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
1.82%	<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?
*	1,223	0.49	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BEAUMONT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	16	NC	2.43%	No
Asian	NA	27	NC		
African American	*	123	1.63		
Hispanic	*	571	0.35		
Multi-Ethnic	NA	24	NC		
Pacific Islander	NA	*	NC		
White	*	458	0.44		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	989	703	71.1%	>49.2%	Yes
B. <40%		187	18.9%	<24.6%	Yes
C. Separate Schools		50	5.1%	<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 BEAUMONT 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	106	19	17.9%	>32.9%	No
B. Separate		56	52.8%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	275	484	56.8%	72.7%	No
2. Functioning within age expectations	439	793	55.4%	82.1%	No
Outcome B					
1. Substantially Increased	296	506	58.5%	70.0%	No
2. Functioning within age expectations	443	793	55.9%	82.5%	No
Outcome C					
1. Substantially Increased	274	430	63.7%	75.0%	No
2. Functioning within age expectations	495	793	62.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,331	1,341	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 BEAUMONT 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
271	209	59	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 BEAUMONT 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
211	210	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 BEAUMONT 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	11	47.8%	52.30%	No
B. Higher Ed or Competitively Employed		15	65.2%	72.4%	No
C. Any Post-Secondary Ed or Employed		23	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BELLA VISTA ELEMENTARY School District

CDS Code	4569872	FMTA Region	3
District Name	BELLA VISTA 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	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 BELLA VISTA 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	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%	26	17	65.4%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		*	15.4%	<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 BELLA VISTA ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	37	62	59.7%	72.7%	No
2. Functioning within age expectations	73	119	61.3%	82.1%	No
Outcome B					
1. Substantially Increased	40	62	64.5%	70.0%	No
2. Functioning within age expectations	74	119	62.2%	82.5%	No
Outcome C					
1. Substantially Increased	38	56	67.9%	75.0%	No
2. Functioning within age expectations	87	119	73.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 BELLA VISTA 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
BELLA VISTA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
99	16	61	*	*	95.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BELLA VISTA 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 BELLEVIEW ELEMENTARY School District

CDS Code	5572306	FMTA Region	3
District Name	BELLEVIEW 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	17	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BELLEVIEW 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	*	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%	*	*	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 BELLEVIEW 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	*	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
20	20	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BELLEVIEW 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 BELLEVIEW 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 BELLEVIEW 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 BELLEVUE UNION ELEMENTARY School District

CDS Code	4970615	FMTA Region	3
District Name	BELLEVUE 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?
*	266	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 BELLEVUE 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	12	NC		
African American	NA	*	NC		
Hispanic	*	192	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	48	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	237	115	48.5%	>49.2%	No
B. <40%		88	37.1%	<24.6%	No
C. Separate Schools		*	2.1%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BELLEVUE 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	69	67	97.1%	>32.9%	Yes
B. Separate		*	1.4%	<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
339	340	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 BELLEVUE 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
95	78	13	95.1%	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
BELLEVUE 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 BELLEVUE 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 BELLEVUE-SANTA FE CHARTER School District

CDS Code	6043194	FMTA Region	1
District Name	BELLEVUE-SANTA FE CHARTER	SELPA	4000 San Luis Obispo County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 BELLEVUE-SANTA FE 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%	*	*	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 BELLEVUE-SANTA FE 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	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
*	*	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 BELLEVUE-SANTA FE 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 BELLEVUE-SANTA FE 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
150	30	106	*	*	99.1%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BELLEVUE-SANTA FE 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 BELLFLOWER UNIFIED School District

CDS Code	1964303	FMTA Region	1
District Name	BELLFLOWER UNIFIED	SELPA	1904 Mid-Cities

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
69.35	69.25	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
7.51%	<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?
*	1,835	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 BELLFLOWER 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	101	NC		
African American	NA	322	NC		
Hispanic	*	1,096	NC		
Multi-Ethnic	NA	52	NC		
Pacific Islander	NA	25	NC		
White	NA	236	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,525	732	48.0%	>49.2%	No
B. <40%		463	30.4%	<24.6%	No
C. Separate Schools		43	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 BELLFLOWER 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	145	111	76.6%	>32.9%	Yes
B. Separate		29	20.0%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	33	69	47.8%	72.7%	No
2. Functioning within age expectations	48	105	45.7%	82.1%	No
Outcome B					
1. Substantially Increased	32	71	45.1%	70.0%	No
2. Functioning within age expectations	46	105	43.8%	82.5%	No
Outcome C					
1. Substantially Increased	34	67	50.7%	75.0%	No
2. Functioning within age expectations	49	105	46.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,745	1,792	97.4%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BELLFLOWER 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
310	219	87	98.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BELLFLOWER 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	16	55	*	*	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
425	424	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 BELLFLOWER 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	*	47.6%	52.30%	No
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 BELMONT-REDWOOD SHORES ELEMENTARY School District

CDS Code	4168866	FMTA Region	2
District Name	BELMONT-REDWOOD SHORES 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	546	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 BELMONT-REDWOOD SHORES 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	111	NC		
African American	NA	16	NC		
Hispanic	NA	97	NC		
Multi-Ethnic	NA	48	NC		
Pacific Islander	NA	*	NC		
White	NA	268	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	429	275	64.1%	>49.2%	Yes
B. <40%		37	8.6%	<24.6%	Yes
C. Separate Schools		20	4.7%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BELMONT-REDWOOD SHORES 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	63	35	55.6%	>32.9%	Yes
B. Separate		27	42.9%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
599	601	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 BELMONT-REDWOOD SHORES 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
157	119	33	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
BELMONT-REDWOOD SHORES 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 BELMONT-REDWOOD SHORES 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 BELRIDGE ELEMENTARY School District

CDS Code	1563347	FMTA Region	2
District Name	BELRIDGE 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	*	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 BELRIDGE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BELRIDGE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	130	236	55.1%	72.7%	No
2. Functioning within age expectations	215	386	55.7%	82.1%	No
Outcome B					
1. Substantially Increased	131	239	54.8%	70.0%	No
2. Functioning within age expectations	209	386	54.1%	82.5%	No
Outcome C					
1. Substantially Increased	134	215	62.3%	75.0%	No
2. Functioning within age expectations	237	386	61.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	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 BELRIDGE 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 BELRIDGE 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 BELRIDGE 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 BENICIA UNIFIED School District

CDS Code	4870524	FMTA Region	3
District Name	BENICIA 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
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
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?
*	490	0.41	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BENICIA 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	35	NC		
African American	NA	69	NC		
Hispanic	NA	81	NC		
Multi-Ethnic	NA	35	NC		
Pacific Islander	NA	*	NC		
White	*	264	0.76		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	403	166	41.2%	>49.2%	No
B. <40%		44	10.9%	<24.6%	Yes
C. Separate Schools		*	1.2%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BENICIA 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	54	44	81.5%	>32.9%	Yes
B. Separate		*	13.0%	<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	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
542	542	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 BENICIA 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
91	67	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 BENICIA 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
127	127	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 BENICIA 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	18	12	NC	52.30%	NA
B. Higher Ed or Competitively Employed		16	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		18	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BENNETT VALLEY UNION ELEMENTARY School District

CDS Code	4970623	FMTA Region	3
District Name	BENNETT VALLEY 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	136	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 BENNETT VALLEY UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	25	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	96	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	94	48	51.1%	>49.2%	Yes
B. <40%		13	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 BENNETT VALLEY UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	15	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	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
121	121	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BENNETT VALLEY UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
41	37	*	97.4%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BENNETT VALLEY UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 BENNETT VALLEY UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BERKELEY UNIFIED School District

CDS Code	0161143	FMTA Region	4
District Name	BERKELEY UNIFIED	SELPA	0112 North Region

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
71.30	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
2.48%	<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?
12	1,169	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 BERKELEY 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	59	NC		
African American	11	506	2.17		
Hispanic	*	283	NC		
Multi-Ethnic	NA	79	NC		
Pacific Islander	NA	*	NC		
White	NA	235	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	969	752	77.6%	>49.2%	Yes
B. <40%		75	7.7%	<24.6%	Yes
C. Separate Schools		30	3.1%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BERKELEY 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	89	80	89.9%	>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	28	46	60.9%	72.7%	No
2. Functioning within age expectations	52	81	64.2%	82.1%	No
Outcome B					
1. Substantially Increased	33	44	75.0%	70.0%	Yes
2. Functioning within age expectations	57	81	70.4%	82.5%	No
Outcome C					
1. Substantially Increased	32	42	76.2%	75.0%	Yes
2. Functioning within age expectations	58	81	71.6%	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
1,067	1,083	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 BERKELEY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
246	169	63	92.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BERKELEY 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
68	*	47	*	17	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
307	306	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 BERKELEY 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	41	56.2%	52.30%	Yes
B. Higher Ed or Competitively Employed		60	82.2%	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 BERRYESSA UNION ELEMENTARY School District

CDS Code	4369377	FMTA Region	4
District Name	BERRYESSA UNION ELEMENTARY	SELPA	4311 Southeast Consortium

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	913	0.55	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BERRYESSA 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	354	NC		
African American	*	43	6.98		
Hispanic	*	378	0.53		
Multi-Ethnic	NA	40	NC		
Pacific Islander	NA	*	NC		
White	NA	91	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	724	371	51.2%	>49.2%	Yes
B. <40%		212	29.3%	<24.6%	No
C. Separate Schools		15	2.1%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BERRYESSA 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	107	73	68.2%	>32.9%	Yes
B. Separate		32	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	138	246	56.1%	72.7%	No
2. Functioning within age expectations	191	357	53.5%	82.1%	No
Outcome B					
1. Substantially Increased	147	243	60.5%	70.0%	No
2. Functioning within age expectations	194	357	54.3%	82.5%	No
Outcome C					
1. Substantially Increased	155	233	66.5%	75.0%	No
2. Functioning within age expectations	212	357	59.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
190	192	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 BERRYESSA 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
211	161	50	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 BERRYESSA 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
240	64	153	17	*	96.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 BERRYESSA 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 BEVERLY HILLS UNIFIED School District

CDS Code	1964311	FMTA Region	1
District Name	BEVERLY HILLS UNIFIED	SELPA	1917 Tri-City

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
88.24	69.25	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
4.55%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
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 BEVERLY HILLS 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	38	NC		
African American	NA	30	NC		
Hispanic	NA	35	NC		
Multi-Ethnic	NA	16	NC		
Pacific Islander	NA	*	NC		
White	NA	487	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	459	259	56.4%	>49.2%	Yes
B. <40%		61	13.3%	<24.6%	Yes
C. Separate Schools		18	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 BEVERLY HILLS 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	53	29	54.7%	>32.9%	Yes
B. Separate		24	45.3%	<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	24	41	58.5%	72.7%	No
2. Functioning within age expectations	38	65	58.5%	82.1%	No
Outcome B					
1. Substantially Increased	21	35	60.0%	70.0%	No
2. Functioning within age expectations	37	65	56.9%	82.5%	No
Outcome C					
1. Substantially Increased	21	35	60.0%	75.0%	No
2. Functioning within age expectations	43	65	66.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
595	596	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 BEVERLY HILLS 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
96	54	35	88.5%	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 BEVERLY HILLS UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
41	*	21	*	0	87.5%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
122	121	99.2%	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 BEVERLY HILLS 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	37	31	83.8%	52.30%	Yes
B. Higher Ed or Competitively Employed		35	94.6%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		37	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 BIG CREEK ELEMENTARY School District

CDS Code	1062026	FMTA Region	3
District Name	BIG CREEK 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?
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 BIG 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	*	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 BIG CREEK ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		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
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 BIG 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
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BIG 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
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 BIG 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 BIG LAGOON UNION ELEMENTARY School District

CDS Code	1262695	FMTA Region	4
District Name	BIG LAGOON 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	*	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 BIG LAGOON 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	*	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 BIG LAGOON 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	19	27	70.4%	72.7%	No
2. Functioning within age expectations	48	63	76.2%	82.1%	No
Outcome B					
1. Substantially Increased	21	28	75.0%	70.0%	Yes
2. Functioning within age expectations	48	63	76.2%	82.5%	No
Outcome C					
1. Substantially Increased	18	24	75.0%	75.0%	No
2. Functioning within age expectations	51	63	81.0%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BIG LAGOON 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
BIG LAGOON 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 BIG LAGOON 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 BIG OAK FLAT-GROVELAND UNIFIED School District

CDS Code	5575184	FMTA Region	3
District Name	BIG OAK FLAT-GROVELAND UNIFIED	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
0.00	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	48	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BIG OAK FLAT-GROVELAND UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	11	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	36	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	33	16	48.5%	>49.2%	No
B. <40%		*	15.2%	<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 BIG OAK FLAT-GROVELAND 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	*	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
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 BIG OAK FLAT-GROVELAND 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 BIG OAK FLAT-GROVELAND 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
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 BIG OAK FLAT-GROVELAND 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 BIG PINE UNIFIED School District

CDS Code	1463248	FMTA Region	2
District Name	BIG PINE UNIFIED	SELPA	1400 Inyo County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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?
*	30	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 BIG PINE 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%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	*	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	11	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	22	16	72.7%	>49.2%	Yes
B. <40%		*	22.7%	<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 BIG PINE 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	*	14	NC	72.7%	NA
2. Functioning within age expectations	14	24	58.3%	82.1%	No
Outcome B					
1. Substantially Increased	11	17	NC	70.0%	NA
2. Functioning within age expectations	*	24	41.7%	82.5%	No
Outcome C					
1. Substantially Increased	11	12	NC	75.0%	NA
2. Functioning within age expectations	16	24	66.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 BIG PINE 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
*	*	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 BIG PINE 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	NA	11	*	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BIG PINE 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 BIG SPRINGS UNION ELEMENTARY School District

CDS Code	4770185	FMTA Region	4
District Name	BIG SPRINGS 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	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 BIG SPRINGS UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	*	NC		
African American	NA	*	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 BIG SPRINGS 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	*	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
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 BIG SPRINGS 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 BIG SPRINGS 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 BIG SPRINGS 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 BIG SUR CHARTER School District

CDS Code	0118349	FMTA Region	3
District Name	BIG SUR CHARTER	SELPA	4951 Sonoma County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of 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
BIG SUR CHARTER
School District

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	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
BIG SUR CHARTER
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 BIG SUR CHARTER 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
*	*	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 BIG SUR CHARTER 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
BIG SUR 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 BIG SUR UNIFIED School District

CDS Code	2775150	FMTA Region	3
District Name	BIG SUR UNIFIED	SELPA	2700 Monterey County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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 BIG SUR 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	*	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 BIG SUR UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
*	*	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 BIG SUR 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
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 BIG SUR UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
125	18	85	*	*	91.4%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 BIG SUR 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 BIG VALLEY JOINT UNIFIED School District

CDS Code	1864089	FMTA Region	4
District Name	BIG VALLEY JOINT 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
66.67	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	23	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BIG VALLEY JOINT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	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	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%	19	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 BIG VALLEY JOINT UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	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
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 BIG VALLEY JOINT UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BIG VALLEY JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
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
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BIG VALLEY JOINT UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BIGGS UNIFIED School District

CDS Code	0461408	FMTA Region	3
District Name	BIGGS UNIFIED	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
88.89	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
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	91	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 BIGGS 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	NA	NC		
Hispanic	NA	32	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%	66	39	59.1%	>49.2%	Yes
B. <40%		*	15.2%	<24.6%	Yes
C. Separate Schools		*	1.5%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BIGGS UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
100	100	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 BIGGS 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
15	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 BIGGS 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
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
16	16	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BIGGS 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 BISHOP UNIFIED School District

CDS Code	1476687	FMTA Region	2
District Name	BISHOP UNIFIED	SELPA	1400 Inyo County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
70.00	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
8.33%	<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?
*	192	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 BISHOP 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	51	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	NA	NC		
Hispanic	*	77	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	56	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	150	80	53.3%	>49.2%	Yes
B. <40%		*	2.7%	<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 BISHOP UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	31	27	87.1%	>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	*	14	NC	72.7%	NA
2. Functioning within age expectations	14	24	58.3%	82.1%	No
Outcome B					
1. Substantially Increased	11	17	NC	70.0%	NA
2. Functioning within age expectations	*	24	41.7%	82.5%	No
Outcome C					
1. Substantially Increased	11	12	NC	75.0%	NA
2. Functioning within age expectations	16	24	66.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
218	218	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 BISHOP 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
35	23	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 BISHOP 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	NA	11	*	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
45	45	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BISHOP 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 BITNEY COLLEGE PREP HIGH School District

CDS Code	0114314	FMTA Region	4
District Name	BITNEY COLLEGE PREP HIGH	SELPA	2900 Nevada County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
27.78	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	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	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 BITNEY COLLEGE PREP HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	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	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%	18	16	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BITNEY COLLEGE PREP HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
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 BITNEY COLLEGE PREP HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
BITNEY COLLEGE PREP HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
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
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BITNEY COLLEGE PREP HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	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 BITTERWATER-TULLY UNION ELEMENTARY School District

CDS Code	3567454	FMTA Region	1
District Name	BITTERWATER-TULLY 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 BITTERWATER-TULLY UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BITTERWATER-TULLY UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	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 BITTERWATER-TULLY UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BITTERWATER-TULLY 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 BITTERWATER-TULLY 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 BLACK BUTTE UNION ELEMENTARY School District

CDS Code	4569880	FMTA Region	3
District Name	BLACK BUTTE 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	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 BLACK BUTTE 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	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%	26	15	57.7%	>49.2%	Yes
B. <40%		*	19.2%	<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 BLACK BUTTE UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	37	62	59.7%	72.7%	No
2. Functioning within age expectations	73	119	61.3%	82.1%	No
Outcome B					
1. Substantially Increased	40	62	64.5%	70.0%	No
2. Functioning within age expectations	74	119	62.2%	82.5%	No
Outcome C					
1. Substantially Increased	38	56	67.9%	75.0%	No
2. Functioning within age expectations	87	119	73.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
38	38	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 BLACK BUTTE 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
BLACK BUTTE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
99	16	61	*	*	95.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BLACK BUTTE 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 BLACK OAK MINE UNIFIED School District

CDS Code	0973783	FMTA Region	4
District Name	BLACK OAK MINE UNIFIED	SELPA	0901 El Dorado County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
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
2.50%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	251	0.80	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BLACK OAK MINE 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	16	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	215	0.93		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	107	54.0%	>49.2%	Yes
B. <40%		38	19.2%	<24.6%	Yes
C. Separate Schools		*	2.5%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BLACK OAK MINE 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	30	29	96.7%	>32.9%	Yes
B. Separate		*	3.3%	<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	24	44	54.5%	72.7%	No
2. Functioning within age expectations	66	91	72.5%	82.1%	No
Outcome B					
1. Substantially Increased	32	47	68.1%	70.0%	No
2. Functioning within age expectations	63	91	69.2%	82.5%	No
Outcome C					
1. Substantially Increased	22	39	56.4%	75.0%	No
2. Functioning within age expectations	64	91	70.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
274	275	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 BLACK OAK MINE 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
34	26	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BLACK OAK MINE 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
58	*	43	NA	12	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
61	61	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 BLACK OAK MINE UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	11	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		11	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BLAKE ELEMENTARY School District

CDS Code	1563354	FMTA Region	2
District Name	BLAKE 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	*	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 BLAKE ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BLAKE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	130	236	55.1%	72.7%	No
2. Functioning within age expectations	215	386	55.7%	82.1%	No
Outcome B					
1. Substantially Increased	131	239	54.8%	70.0%	No
2. Functioning within age expectations	209	386	54.1%	82.5%	No
Outcome C					
1. Substantially Increased	134	215	62.3%	75.0%	No
2. Functioning within age expectations	237	386	61.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	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 BLAKE 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 BLAKE 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 BLAKE 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 BLOCHMAN UNION ELEMENTARY School District

CDS Code	4269112	FMTA Region	1
District Name	BLOCHMAN 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	59	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 BLOCHMAN 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	17	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	33	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	57	51	89.5%	>49.2%	Yes
B. <40%		*	7.0%	<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 BLOCHMAN 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
89	89	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 BLOCHMAN UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
25	22	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
BLOCHMAN 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
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BLOCHMAN 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 BLUE LAKE UNION ELEMENTARY School District

CDS Code	1262703	FMTA Region	4
District Name	BLUE LAKE 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	54	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BLUE 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	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	41	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	49	35	71.4%	>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 BLUE 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	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	19	27	70.4%	72.7%	No
2. Functioning within age expectations	48	63	76.2%	82.1%	No
Outcome B					
1. Substantially Increased	21	28	75.0%	70.0%	Yes
2. Functioning within age expectations	48	63	76.2%	82.5%	No
Outcome C					
1. Substantially Increased	18	24	75.0%	75.0%	No
2. Functioning within age expectations	51	63	81.0%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 BLUE 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
*	*	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 BLUE 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
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 BLUE 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 BOGUS ELEMENTARY School District

CDS Code	4770193	FMTA Region	4
District Name	BOGUS 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 BOGUS 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 BOGUS ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	11	NC	72.7%	NA
2. Functioning within age expectations	*	17	NC	82.1%	NA
Outcome B					
1. Substantially Increased	*	11	NC	70.0%	NA
2. Functioning within age expectations	*	17	NC	82.5%	NA
Outcome C					
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	17	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BOGUS 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 BOGUS 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 BOGUS 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 BOLINAS-STINSON UNION ELEMENTARY School District

CDS Code	2165300	FMTA Region	2
District Name	BOLINAS-STINSON UNION 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	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 BOLINAS-STINSON UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	*	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	15	*	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 BOLINAS-STINSON 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	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
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 BOLINAS-STINSON 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
BOLINAS-STINSON 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
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 BOLINAS-STINSON 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 BONITA UNIFIED School District

CDS Code	1964329	FMTA Region	1
District Name	BONITA 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
75.27	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
7.14%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,176	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 BONITA 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	40	NC		
African American	*	133	NC		
Hispanic	NA	521	NC		
Multi-Ethnic	NA	66	NC		
Pacific Islander	NA	*	NC		
White	NA	410	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	883	401	45.4%	>49.2%	No
B. <40%		165	18.7%	<24.6%	Yes
C. Separate Schools		62	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 BONITA 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	100	68	68.0%	>32.9%	Yes
B. Separate		27	27.0%	<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	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
1,191	1,199	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 BONITA 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
236	224	*	98.7%	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 BONITA 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
280	279	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 BONITA 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	68	37	54.4%	52.30%	Yes
B. Higher Ed or Competitively Employed		49	72.1%	72.4%	No
C. Any Post-Secondary Ed or Employed		68	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BONNY DOON UNION ELEMENTARY School District

CDS Code	4469732	FMTA Region	3
District Name	BONNY DOON UNION ELEMENTARY	SELPA	4401 North Santa Cruz County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 BONNY DOON UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	19	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	18	13	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BONNY DOON 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	23	30	76.7%	72.7%	Yes
2. Functioning within age expectations	53	68	77.9%	82.1%	No
Outcome B					
1. Substantially Increased	27	37	73.0%	70.0%	Yes
2. Functioning within age expectations	49	68	72.1%	82.5%	No
Outcome C					
1. Substantially Increased	27	35	77.1%	75.0%	Yes
2. Functioning within age expectations	56	68	82.4%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 BONNY DOON 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 BONNY DOON 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
30	*	22	*	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BONNY DOON 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 BONSAL UNIFIED School District

CDS Code	3776851	FMTA Region	2
District Name	BONSAL 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
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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 BONSAL 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%	248	164	66.1%	>49.2%	Yes
B. <40%		36	14.5%	<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 BONSAL 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	39	*	25.6%	>32.9%	No
B. Separate		17	43.6%	<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	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
353	353	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 BONSAL 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 BONSAL 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
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 BONSAL 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 BORREGO SPRINGS UNIFIED School District

CDS Code	3767983	FMTA Region	2
District Name	BORREGO SPRINGS 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
85.71	69.25	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 BORREGO SPRINGS 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	51	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%	55	44	80.0%	>49.2%	Yes
B. <40%		*	9.1%	<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 BORREGO SPRINGS 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
79	79	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BORREGO SPRINGS 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
15	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 BORREGO SPRINGS 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
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BORREGO SPRINGS 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 BRADLEY UNION ELEMENTARY School District

CDS Code	2765979	FMTA Region	3
District Name	BRADLEY UNION ELEMENTARY	SELPA	2700 Monterey County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	*	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRADLEY 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%		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 BRADLEY UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	74	150	49.3%	72.7%	No
2. Functioning within age expectations	96	212	45.3%	82.1%	No
Outcome B					
1. Substantially Increased	78	154	50.6%	70.0%	No
2. Functioning within age expectations	95	212	44.8%	82.5%	No
Outcome C					
1. Substantially Increased	76	142	53.5%	75.0%	No
2. Functioning within age expectations	99	212	46.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 BRADLEY 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
BRADLEY 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
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRADLEY 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 BRAWLEY ELEMENTARY School District

CDS Code	1363073	FMTA Region	2
District Name	BRAWLEY 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	489	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 BRAWLEY 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	12	NC		
Hispanic	NA	442	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%	420	107	25.5%	>49.2%	No
B. <40%		191	45.5%	<24.6%	No
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 BRAWLEY ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	55	27	49.1%	>32.9%	Yes
B. Separate		20	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	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
574	577	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 BRAWLEY 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
155	126	29	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRAWLEY 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 BRAWLEY 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 BRAWLEY UNION HIGH School District

CDS Code	1363081	FMTA Region	2
District Name	BRAWLEY UNION HIGH	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
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
8.16%	<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%	--	20	100	--
Math	92	95%	--	23.3	100	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	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 BRAWLEY 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	151	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	12	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	163	70	42.9%	>49.2%	No
B. <40%		23	14.1%	<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 BRAWLEY 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	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
185	185	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 BRAWLEY 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
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
BRAWLEY 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
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
114	114	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 BRAWLEY 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	25	13	52.0%	52.30%	No
B. Higher Ed or Competitively Employed		19	76.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		25	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 BREA-OLINDA UNIFIED School District

CDS Code	3066449	FMTA Region	1
District Name	BREA-OLINDA UNIFIED	SELPA	3016 Northeast 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
75.61	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
4.84%	<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?
*	627	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 BREA-OLINDA 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	65	NC		
African American	NA	14	NC		
Hispanic	NA	269	NC		
Multi-Ethnic	NA	26	NC		
Pacific Islander	NA	*	NC		
White	*	250	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	536	310	57.8%	>49.2%	Yes
B. <40%		91	17.0%	<24.6%	Yes
C. Separate Schools		22	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 BREA-OLINDA 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	67	16	23.9%	>32.9%	No
B. Separate		41	61.2%	<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	61	97	62.9%	72.7%	No
2. Functioning within age expectations	144	200	72.0%	82.1%	No
Outcome B					
1. Substantially Increased	63	99	63.6%	70.0%	No
2. Functioning within age expectations	142	200	71.0%	82.5%	No
Outcome C					
1. Substantially Increased	68	89	76.4%	75.0%	Yes
2. Functioning within age expectations	156	200	78.0%	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
685	685	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 BREA-OLINDA 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
84	69	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 BREA-OLINDA 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
65	11	47	*	0	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
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 BREA-OLINDA 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 BRENTWOOD UNION ELEMENTARY School District

CDS Code	0761655	FMTA Region	2
District Name	BRENTWOOD UNION ELEMENTARY	SELPA	0701 Contra Costa

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,243	0.24	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRENTWOOD UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	11	NC	2.43%	No
Asian	NA	77	NC		
African American	*	149	NC		
Hispanic	*	405	NC		
Multi-Ethnic	NA	31	NC		
Pacific Islander	NA	*	NC		
White	*	564	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,015	734	72.3%	>49.2%	Yes
B. <40%		148	14.6%	<24.6%	Yes
C. Separate Schools		14	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 BRENTWOOD 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	158	141	89.2%	>32.9%	Yes
B. Separate		13	8.2%	<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	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
1,383	1,388	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 BRENTWOOD 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
296	143	133	87.7%	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 BRENTWOOD 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
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 BRENTWOOD 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 BRET HARTE UNION HIGH School District

CDS Code	0561556	FMTA Region	3
District Name	BRET HARTE UNION HIGH	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
91.67	69.25	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
2.78%	<14.72%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	66	95%	--	13	100	--
Math	98	95%	--	20.6	100	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	118	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 BRET HARTE 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	15	NC		
Multi-Ethnic	NA	*	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%	110	47	42.7%	>49.2%	No
B. <40%		16	14.5%	<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 BRET HARTE UNION HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	14	NC	72.7%	NA
2. Functioning within age expectations	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
124	124	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 BRET HARTE 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
BRET HARTE 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
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
85	85	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRET HARTE 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 BRIDGEVILLE ELEMENTARY School District

CDS Code	1262729	FMTA Region	4
District Name	BRIDGEVILLE ELEMENTARY	SELPA	1200 Humboldt-Del Norte

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	*	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRIDGEVILLE 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	*	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 BRIDGEVILLE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	19	27	70.4%	72.7%	No
2. Functioning within age expectations	48	63	76.2%	82.1%	No
Outcome B					
1. Substantially Increased	21	28	75.0%	70.0%	Yes
2. Functioning within age expectations	48	63	76.2%	82.5%	No
Outcome C					
1. Substantially Increased	18	24	75.0%	75.0%	No
2. Functioning within age expectations	51	63	81.0%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
15	16	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRIDGEVILLE 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
BRIDGEVILLE 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 BRIDGEVILLE 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 BRIGGS ELEMENTARY School District

CDS Code	5672447	FMTA Region	1
District Name	BRIGGS ELEMENTARY	SELPA	5600 Ventura County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	63	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRIGGS 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	56	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	*	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	50	34	68.0%	>49.2%	Yes
B. <40%		12	24.0%	<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 BRIGGS 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	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
66	67	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 BRIGGS 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 BRIGGS ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
594	98	434	12	20	93.5%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRIGGS 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 BRISBANE ELEMENTARY School District

CDS Code	4168874	FMTA Region	2
District Name	BRISBANE 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	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 BRISBANE 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	13	NC		
African American	NA	*	NC		
Hispanic	NA	23	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	17	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	46	33	71.7%	>49.2%	Yes
B. <40%		*	19.6%	<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 BRISBANE 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	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
68	68	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRISBANE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
21	20	0	95.2%	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 BRISBANE 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 BRISBANE 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 BRITTAN ELEMENTARY School District

CDS Code	5171357	FMTA Region	4
District Name	BRITTAN 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	51	NC	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRITTAN 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	44	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	38	31	81.6%	>49.2%	Yes
B. <40%		*	15.8%	<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 BRITTAN 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	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
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 BRITTAN 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	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BRITTAN 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 BRITTAN 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 BROWNS ELEMENTARY School District

CDS Code	5171365	FMTA Region	4
District Name	BROWNS 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	19	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BROWNS 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	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%	13	12	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BROWNS 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	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
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 BROWNS 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 BROWNS 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 BROWNS 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 BUCKEYE UNION ELEMENTARY School District

CDS Code	0961838	FMTA Region	4
District Name	BUCKEYE UNION ELEMENTARY	SELPA	0901 El Dorado County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	683	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 BUCKEYE 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	26	NC		
African American	NA	19	NC		
Hispanic	NA	83	NC		
Multi-Ethnic	NA	58	NC		
Pacific Islander	NA	*	NC		
White	*	485	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	539	353	65.5%	>49.2%	Yes
B. <40%		42	7.8%	<24.6%	Yes
C. Separate Schools		*	1.5%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BUCKEYE 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	79	74	93.7%	>32.9%	Yes
B. Separate		*	2.5%	<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	24	44	54.5%	72.7%	No
2. Functioning within age expectations	66	91	72.5%	82.1%	No
Outcome B					
1. Substantially Increased	32	47	68.1%	70.0%	No
2. Functioning within age expectations	63	91	69.2%	82.5%	No
Outcome C					
1. Substantially Increased	22	39	56.4%	75.0%	No
2. Functioning within age expectations	64	91	70.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
777	777	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 BUCKEYE 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
221	155	56	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 BUCKEYE 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
58	*	43	NA	12	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BUCKEYE 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 BUELLTON UNION ELEMENTARY School District

CDS Code	4269138	FMTA Region	1
District Name	BUELLTON 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	89	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 BUELLTON 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	43	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	43	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	40	66.7%	>49.2%	Yes
B. <40%		*	6.7%	<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 BUELLTON 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
85	85	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 BUELLTON 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	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
BUELLTON 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 BUELLTON 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 BUENA PARK ELEMENTARY School District

CDS Code	3066456	FMTA Region	1
District Name	BUENA PARK ELEMENTARY	SELPA	3001 North Orange County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	516	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 BUENA PARK ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	52	NC		
African American	NA	36	NC		
Hispanic	*	359	NC		
Multi-Ethnic	NA	19	NC		
Pacific Islander	NA	NA	NC		
White	NA	50	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	363	225	62.0%	>49.2%	Yes
B. <40%		90	24.8%	<24.6%	No
C. Separate Schools		*	1.1%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BUENA 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	99	*	3.0%	>32.9%	No
B. Separate		41	41.4%	<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	60	86	69.8%	72.7%	No
2. Functioning within age expectations	135	189	71.4%	82.1%	No
Outcome B					
1. Substantially Increased	64	90	71.1%	70.0%	Yes
2. Functioning within age expectations	133	189	70.4%	82.5%	No
Outcome C					
1. Substantially Increased	62	83	74.7%	75.0%	No
2. Functioning within age expectations	144	189	76.2%	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
582	583	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 BUENA 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
123	95	27	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 BUENA 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
117	25	90	NA	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BUENA PARK ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BUENA VISTA ELEMENTARY School District

CDS Code	5471829	FMTA Region	4
District Name	BUENA VISTA 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 BUENA VISTA ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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 BUENA VISTA 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 BUENA VISTA 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
BUENA VISTA 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 BUENA VISTA 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 BURBANK UNIFIED School District

CDS Code	1964337	FMTA Region	1
District Name	BURBANK UNIFIED	SELPA	1912 Foothill

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
79.23	69.25	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
6.15%	<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?
*	1,883	0.21	2.43%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BURBANK 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	*	82	NC		
African American	NA	71	NC		
Hispanic	*	920	NC		
Multi-Ethnic	NA	97	NC		
Pacific Islander	NA	*	NC		
White	*	706	0.28		

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%	1,631	684	41.9%	>49.2%	No
B. <40%		314	19.3%	<24.6%	Yes
C. Separate Schools		57	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 BURBANK 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	174	24	13.8%	>32.9%	No
B. Separate		99	56.9%	<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	46	88	52.3%	72.7%	No
2. Functioning within age expectations	100	166	60.2%	82.1%	No
Outcome B					
1. Substantially Increased	52	91	57.1%	70.0%	No
2. Functioning within age expectations	110	166	66.3%	82.5%	No
Outcome C					
1. Substantially Increased	62	90	68.9%	75.0%	No
2. Functioning within age expectations	116	166	69.9%	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
2,069	2,072	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 BURBANK 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
297	243	53	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 BURBANK 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
131	21	80	26	0	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
504	504	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 BURBANK 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	51	29	56.9%	52.30%	Yes
B. Higher Ed or Competitively Employed		48	94.1%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		51	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 BURLINGAME ELEMENTARY School District

CDS Code	4168882	FMTA Region	2
District Name	BURLINGAME 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	286	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 BURLINGAME 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	29	NC		
African American	NA	*	NC		
Hispanic	NA	62	NC		
Multi-Ethnic	NA	18	NC		
Pacific Islander	NA	*	NC		
White	NA	171	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	234	155	66.2%	>49.2%	Yes
B. <40%		23	9.8%	<24.6%	Yes
C. Separate Schools		*	2.1%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BURLINGAME 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	53	50	94.3%	>32.9%	Yes
B. Separate		*	5.7%	<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	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
309	309	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 BURLINGAME 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
65	47	14	92.2%	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 BURLINGAME 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 BURLINGAME 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 BURNT RANCH ELEMENTARY School District

CDS Code	5371662	FMTA Region	3
District Name	BURNT RANCH ELEMENTARY	SELPA	5300 Trinity County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	11	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BURNT RANCH ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BURNT RANCH 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
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 BURNT RANCH 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
BURNT RANCH 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 BURNT RANCH 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 BURREL UNION ELEMENTARY School District

CDS Code	1062042	FMTA Region	3
District Name	BURREL UNION ELEMENTARY	SELPA	1001 Fresno County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
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 BURREL 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%		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 BURREL 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	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
13	13	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 BURREL 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 BURREL 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
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 BURREL 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 BURTON ELEMENTARY School District

CDS Code	5471837	FMTA Region	4
District Name	BURTON 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
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?
*	334	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 BURTON ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	17	NC		
African American	*	*	NC		
Hispanic	NA	217	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	88	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	306	272	88.9%	>49.2%	Yes
B. <40%		15	4.9%	<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 BURTON 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	23	22	95.7%	>32.9%	Yes
B. Separate		*	4.3%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
375	375	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 BURTON 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
77	67	*	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 BURTON 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
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 BURTON 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 BUTTE COUNTY SCHOOLS School District

CDS Code	0410041	FMTA Region	3
District Name	BUTTE COUNTY SCHOOLS	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
62.92	69.25	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	148	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 BUTTE 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	12	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	*	17	NC		
Multi-Ethnic	NA	13	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%	108	86	79.6%	>49.2%	Yes
B. <40%		*	7.4%	<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 BUTTE 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	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
123	123	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 BUTTE COUNTY SCHOOLS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
25	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
BUTTE 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
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
29	29	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 BUTTE COUNTY SCHOOLS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	13	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		13	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BUTTE VALLEY UNIFIED School District

CDS Code	4773684	FMTA Region	4
District Name	BUTTE VALLEY UNIFIED	SELPA	4700 Siskiyou County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
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	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 BUTTE VALLEY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	13	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	24	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	22	14	63.6%	>49.2%	Yes
B. <40%		*	27.3%	<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 BUTTE VALLEY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	11	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
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 BUTTE 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
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
BUTTE VALLEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3rd birthday	Percent On Time Eligible	Target	Met Target
15	NA	12	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BUTTE 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	*	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 BUTTEVILLE UNION ELEMENTARY School District

CDS Code	4770201	FMTA Region	4
District Name	BUTTEVILLE 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	16	NC	2.43%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BUTTEVILLE UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	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%	12	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BUTTEVILLE 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	*	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
20	20	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BUTTEVILLE 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 BUTTEVILLE 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 BUTTEVILLE 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 BUTTONWILLOW UNION ELEMENTARY School District

CDS Code	1563370	FMTA Region	2
District Name	BUTTONWILLOW 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	55	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 BUTTONWILLOW 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	50	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%	42	15	35.7%	>49.2%	No
B. <40%		*	21.4%	<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 BUTTONWILLOW 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	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
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 BUTTONWILLOW 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	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 BUTTONWILLOW 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 BUTTONWILLOW 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 BYRON UNION ELEMENTARY School District

CDS Code	0761663	FMTA Region	2
District Name	BYRON UNION ELEMENTARY	SELPA	0701 Contra Costa

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	192	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 BYRON 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	14	NC		
Hispanic	NA	35	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	127	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	189	127	67.2%	>49.2%	Yes
B. <40%		23	12.2%	<24.6%	Yes
C. Separate Schools		*	4.2%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for BYRON 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	34	27	79.4%	>32.9%	Yes
B. Separate		*	5.9%	<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
267	268	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 BYRON 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
72	33	34	86.8%	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
BYRON 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
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
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 BYRON 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.