

2014–15 District Level Special Education Annual Performance Report Measure for
CA VIRTUAL ACADEMY AT SAN JOAQUIN School District

CDS Code	0114926	FMTA Region	4
District Name	CA VIRTUAL ACADEMY AT 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?
NA	NA	NC	2.43%	NA

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

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CA VIRTUAL ACADEMY AT SAN JOAQUIN School District

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

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

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

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

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

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

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. 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 there was no data for 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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CA VIRTUAL ACADEMY AT SAN JOAQUIN School District

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

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

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

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

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

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

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

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

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

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

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 CA VIRTUAL ACADEMY AT SAN JOAQUIN School District

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

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

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

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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 CA VIRTUAL ACADEMY AT 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CA VIRTUAL ACADEMY AT SAN MATEO School District

CDS Code	0112284	FMTA Region	4
District Name	CA VIRTUAL ACADEMY AT SAN MATEO	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
40.00	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
9.52%	<14.72%	Yes

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	132	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CA VIRTUAL ACADEMY AT SAN MATEO School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. 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	13	NC		
African American	NA	15	NC		
Hispanic	NA	38	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	61	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	99	86	86.9%	>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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CA VIRTUAL ACADEMY AT SAN MATEO School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. 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
126	126	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CA VIRTUAL ACADEMY AT SAN MATEO School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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
CA VIRTUAL ACADEMY AT SAN MATEO School District

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

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

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

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

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CA VIRTUAL ACADEMY AT SAN MATEO School District

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

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

CDS Code	4168890	FMTA Region	2
District Name	CABRILLO UNIFIED	SELPA	4100 San Mateo County

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

Graduation Rate	Target	Target Met
67.74	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	351	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CABRILLO 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	212	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	124	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	283	123	43.5%	>49.2%	No
B. <40%		40	14.1%	<24.6%	Yes
C. Separate Schools		*	3.5%	<4.4%	Yes

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CABRILLO 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	25	80.6%	>32.9%	Yes
B. Separate		0	0.0%	<34.4%	Yes

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

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	102	202	50.5%	72.7%	No
2. Functioning within age expectations	216	364	59.3%	82.1%	No
Outcome B					
1. Substantially Increased	96	188	51.1%	70.0%	No
2. Functioning within age expectations	221	364	60.7%	82.5%	No
Outcome C					
1. Substantially Increased	125	198	63.1%	75.0%	No
2. Functioning within age expectations	228	364	62.6%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
354	356	99.4%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CABRILLO 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
87	60	25	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
CABRILLO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
74	74	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

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

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

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

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

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

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

CDS Code	3767991	FMTA Region	2
District Name	CAJON VALLEY UNION	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	2,136	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAJON VALLEY 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	17	NC	2.43%	No
Asian	NA	34	NC		
African American	NA	275	NC		
Hispanic	NA	815	NC		
Multi-Ethnic	NA	36	NC		
Pacific Islander	NA	*	NC		
White	NA	950	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,583	738	46.6%	>49.2%	No
B. <40%		595	37.6%	<24.6%	No
C. Separate Schools		26	1.6%	<4.4%	Yes

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAJON VALLEY 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	406	248	61.1%	>32.9%	Yes
B. Separate		132	32.5%	<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	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
2,612	2,612	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAJON VALLEY 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
686	390	296	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
CAJON VALLEY UNION School District

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

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

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

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAL STEM SAN JOAQUIN
School District

CDS Code	0129908	FMTA Region	4
District Name	CAL STEM 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?
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NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAL STEM SAN JOAQUIN
School District

NA	NA	NC	2.43%	NA
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B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

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

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

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
 CAL STEM 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
CALAVERAS COUNTY SCHOOLS School District

CDS Code	0510058	FMTA Region	3
District Name	CALAVERAS COUNTY SCHOOLS	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
70.83	69.25	Yes

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

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

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

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

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	*	14	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	57	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	47	32	68.1%	>49.2%	Yes
B. <40%		*	21.3%	<24.6%	Yes
C. Separate Schools		*	8.5%	<4.4%	No

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

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

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

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

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

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

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

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	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
16	16	NC	>90%	NA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

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

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

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

CDS Code	0561564	FMTA Region	3
District Name	CALAVERAS UNIFIED	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
53.57	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
3.57%	<14.72%	Yes

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	571	0.35	2.43%	No

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

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

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	15	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	*	88	NC		
Multi-Ethnic	NA	24	NC		
Pacific Islander	NA	NA	NC		
White	*	431	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	476	258	54.2%	>49.2%	Yes
B. <40%		75	15.8%	<24.6%	Yes
C. Separate Schools		*	0.6%	<4.4%	Yes

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

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	52	35	67.3%	>32.9%	Yes
B. Separate		11	21.2%	<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	*	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
645	646	99.8%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALAVERAS 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	31	49	73.8%	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
CALAVERAS UNIFIED School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
128	126	98.4%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

CDS Code	1363099	FMTA Region	2
District Name	CALEXICO UNIFIED	SELPA	1300 Imperial County

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

Graduation Rate	Target	Target Met
86.96	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
7.55%	<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	963	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALEXICO 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	948	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%	792	264	33.3%	>49.2%	No
B. <40%		227	28.7%	<24.6%	No
C. Separate Schools		22	2.8%	<4.4%	Yes

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

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	94	52	55.3%	>32.9%	Yes
B. Separate		33	35.1%	<34.4%	No

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

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
1,034	1,034	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALEXICO 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	96	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
 CALEXICO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
98	*	86	*	*	96.6%	100%	No

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

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
187	187	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2014–15 District Level Special Education Annual Performance Report Measure for
 CALEXICO 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	15	75.0%	52.30%	Yes
B. Higher Ed or Competitively Employed		15	75.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		19	95.0%	81.0%	Yes

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

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

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

CDS Code	0129528	FMTA Region	4
District Name	CALIBER BETA ACADEMY	SELPA	0951 El Dorado County Charter

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIBER BETA 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%	17	17	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIBER BETA 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
31	31	100.0%	>90%	Yes

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

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

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

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

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

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

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

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

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

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

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

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

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

CDS Code	1563388	FMTA Region	2
District Name	CALIENTE 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	13	NC	2.43%	NA

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

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

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

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

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

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

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

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

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

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

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

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
303	45	168	*	27	74.3%	100%	No

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA CONNECTIONS ACADEMY RIPON School District

CDS Code	0125849	FMTA Region	4
District Name	CALIFORNIA CONNECTIONS ACADEMY RIPON	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
20.00	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	29	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA CONNECTIONS ACADEMY RIPON School District

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

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

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	31	31	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA CONNECTIONS ACADEMY RIPON School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. 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
69	69	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA CONNECTIONS ACADEMY RIPON School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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	21	0	100.0%	100%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA CONNECTIONS ACADEMY RIPON School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
296	*	194	*	95	100.0%	100%	Yes

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

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CALIFORNIA CONNECTIONS ACADEMY RIPON School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-CAPITAL CAMPUS School District

CDS Code	0111757	FMTA Region	4
District Name	CALIFORNIA MONTESSORI PROJECT-CAPITAL CAMPUS	SELPA	5800 Yuba County

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	37	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-CAPITAL CAMPUS School District

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

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

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	34	31	91.2%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-CAPITAL CAMPUS School District

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

Measure	Total No. of Students receiving Special Education (Age 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	24	36	66.7%	72.7%	No
2. Functioning within age expectations	43	59	72.9%	82.1%	No
Outcome B					
1. Substantially Increased	20	35	57.1%	70.0%	No
2. Functioning within age expectations	36	59	61.0%	82.5%	No
Outcome C					
1. Substantially Increased	17	27	63.0%	75.0%	No
2. Functioning within age expectations	43	59	72.9%	79.0%	No

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-CAPITAL CAMPUS School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-CAPITAL CAMPUS School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
32	*	27	*	0	100.0%	100%	Yes

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2014–15 District Level Special Education Annual Performance Report Measure for
 CALIFORNIA MONTESSORI PROJECT-CAPITAL CAMPUS School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-ELK GROVE School District

CDS Code	0111732	FMTA Region	4
District Name	CALIFORNIA MONTESSORI PROJECT-ELK GROVE	SELPA	5800 Yuba County

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	36	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-ELK GROVE School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	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%	32	32	100.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-ELK GROVE School District

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

Measure	Total No. of Students receiving Special Education (Age 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	24	36	66.7%	72.7%	No
2. Functioning within age expectations	43	59	72.9%	82.1%	No
Outcome B					
1. Substantially Increased	20	35	57.1%	70.0%	No
2. Functioning within age expectations	36	59	61.0%	82.5%	No
Outcome C					
1. Substantially Increased	17	27	63.0%	75.0%	No
2. Functioning within age expectations	43	59	72.9%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
38	38	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-ELK GROVE School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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
CALIFORNIA MONTESSORI PROJECT-ELK GROVE School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
32	*	27	*	0	100.0%	100%	Yes

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2014–15 District Level Special Education Annual Performance Report Measure for
 CALIFORNIA MONTESSORI PROJECT-ELK GROVE School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-SAN JUAN School District

CDS Code	0112169	FMTA Region	4
District Name	CALIFORNIA MONTESSORI PROJECT-SAN JUAN	SELPA	5800 Yuba County

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-SAN JUAN School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	11	NC		
African American	NA	*	NC		
Hispanic	NA	30	NC		
Multi-Ethnic	*	13	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%	133	118	88.7%	>49.2%	Yes
B. <40%		*	4.5%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-SAN JUAN School District

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

Measure	Total No. of Students receiving Special Education (Age 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	11	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

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

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	24	36	66.7%	72.7%	No
2. Functioning within age expectations	43	59	72.9%	82.1%	No
Outcome B					
1. Substantially Increased	20	35	57.1%	70.0%	No
2. Functioning within age expectations	36	59	61.0%	82.5%	No
Outcome C					
1. Substantially Increased	17	27	63.0%	75.0%	No
2. Functioning within age expectations	43	59	72.9%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
175	176	99.4%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-SAN JUAN School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
50	33	13	89.2%	100%	No

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-SAN JUAN School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
32	*	27	*	0	100.0%	100%	Yes

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2014–15 District Level Special Education Annual Performance Report Measure for
 CALIFORNIA MONTESSORI PROJECT-SAN JUAN School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-SHINGLE SPRINGS School District

CDS Code	0111724	FMTA Region	4
District Name	CALIFORNIA MONTESSORI PROJECT-SHINGLE SPRINGS	SELPA	5800 Yuba County

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	44	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-SHINGLE SPRINGS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	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%	42	41	97.6%	>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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-SHINGLE SPRINGS School District

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

Measure	Total No. of Students receiving Special Education (Age 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	24	36	66.7%	72.7%	No
2. Functioning within age expectations	43	59	72.9%	82.1%	No
Outcome B					
1. Substantially Increased	20	35	57.1%	70.0%	No
2. Functioning within age expectations	36	59	61.0%	82.5%	No
Outcome C					
1. Substantially Increased	17	27	63.0%	75.0%	No
2. Functioning within age expectations	43	59	72.9%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
46	46	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-SHINGLE SPRINGS School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA MONTESSORI PROJECT-SHINGLE SPRINGS School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
32	*	27	*	0	100.0%	100%	Yes

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2014–15 District Level Special Education Annual Performance Report Measure for
 CALIFORNIA MONTESSORI PROJECT-SHINGLE SPRINGS School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT FRESNO School District

CDS Code	0127175	FMTA Region	4
District Name	CALIFORNIA VIRTUAL ACADEMY AT 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	100	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT 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	*	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	45	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%	58	44	75.9%	>49.2%	Yes
B. <40%		*	10.3%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT 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	*	*	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
69	69	100.0%	>90%	Yes

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

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

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

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT KERN (0494) School District

CDS Code	6121024	FMTA Region	4
District Name	CALIFORNIA VIRTUAL ACADEMY AT KERN (0494)	SELPA	0951 El Dorado County Charter

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT KERN (0494) School District

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

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

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT KERN (0494) School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT KERN (0494) School District

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

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

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

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

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
 CALIFORNIA VIRTUAL ACADEMY AT KERN (0494) School District

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

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

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

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2014–15 District Level Special Education Annual Performance Report Measure for
 CALIFORNIA VIRTUAL ACADEMY AT KERN (0494) School District

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT KINGS (0840) School District

CDS Code	0112698	FMTA Region	4
District Name	CALIFORNIA VIRTUAL ACADEMY AT KINGS (0840)	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
36.36	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
NC	<14.72%	Yes

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	83	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT KINGS (0840) School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. 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	34	NC		
Multi-Ethnic	NA	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%	56	47	83.9%	>49.2%	Yes
B. <40%		*	8.9%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT KINGS (0840) School District

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

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

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

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

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

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
63	63	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT KINGS (0840) School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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
CALIFORNIA VIRTUAL ACADEMY AT KINGS (0840) School District

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

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

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

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

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CALIFORNIA VIRTUAL ACADEMY AT KINGS (0840) School District

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT SONOMA School District

CDS Code	0107284	FMTA Region	3
District Name	CALIFORNIA VIRTUAL ACADEMY AT SONOMA	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
35.71	69.25	No

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

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

Percent Dropped Out	Target	Target Met
8.70%	<14.72%	Yes

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	148	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT SONOMA School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. 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	24	NC		
Hispanic	NA	19	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	92	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	109	91	83.5%	>49.2%	Yes
B. <40%		*	6.4%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT SONOMA School District

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

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

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

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	87	122	71.3%	72.7%	No
2. Functioning within age expectations	199	271	73.4%	82.1%	No
Outcome B					
1. Substantially Increased	79	122	64.8%	70.0%	No
2. Functioning within age expectations	194	271	71.6%	82.5%	No
Outcome C					
1. Substantially Increased	86	119	72.3%	75.0%	No
2. Functioning within age expectations	202	271	74.5%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
130	130	100.0%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIFORNIA VIRTUAL ACADEMY AT SONOMA School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of 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
CALIFORNIA VIRTUAL ACADEMY AT SONOMA School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
190	18	134	*	12	89.3%	100%	No

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

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
43	43	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2014–15 District Level Special Education Annual Performance Report Measure for
 CALIFORNIA VIRTUAL ACADEMY AT SONOMA School District

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

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

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

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

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

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

CDS Code	1363107	FMTA Region	2
District Name	CALIPATRIA UNIFIED	SELPA	1300 Imperial County

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

Graduation Rate	Target	Target Met
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	114	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALIPATRIA 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	12	NC		
Hispanic	NA	72	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	27	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	92	38	41.3%	>49.2%	No
B. <40%		23	25.0%	<24.6%	No
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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CALIPATRIA 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	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
134	134	100.0%	>90%	Yes

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

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

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

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
28	26	*	100.0%	100%	Yes

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

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

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

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
98	*	86	*	*	96.6%	100%	No

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

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
21	21	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

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

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

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

CDS Code	2866241	FMTA Region	2
District Name	CALISTOGA JOINT UNIFIED	SELPA	2800 Napa County

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

Graduation Rate	Target	Target Met
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	97	NC	2.43%	No

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

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

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	78	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%	85	44	51.8%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		*	3.5%	<4.4%	Yes

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALISTOGA 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	19	14	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

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

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	26	41	63.4%	72.7%	No
2. Functioning within age expectations	52	85	61.2%	82.1%	No
Outcome B					
1. Substantially Increased	26	37	70.3%	70.0%	Yes
2. Functioning within age expectations	59	85	69.4%	82.5%	No
Outcome C					
1. Substantially Increased	30	37	81.1%	75.0%	Yes
2. Functioning within age expectations	59	85	69.4%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
123	125	98.4%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CALISTOGA 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
30	26	*	96.3%	100%	No

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

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

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

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
98	*	58	*	*	77.3%	100%	No

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

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
17	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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

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

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

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

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

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

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

CDS Code	4369385	FMTA Region	4
District Name	CAMBRIAN	SELPA	4303 Santa Clara Area III

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	430	NC	2.43%	No

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

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

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	39	NC		
African American	NA	13	NC		
Hispanic	NA	154	NC		
Multi-Ethnic	NA	17	NC		
Pacific Islander	NA	*	NC		
White	NA	200	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	344	188	54.7%	>49.2%	Yes
B. <40%		104	30.2%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

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

Measure	Total No. of Students receiving Special Education (Age 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	24	32.4%	>32.9%	No
B. Separate		41	55.4%	<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	44	77	57.1%	72.7%	No
2. Functioning within age expectations	86	131	65.6%	82.1%	No
Outcome B					
1. Substantially Increased	44	77	57.1%	70.0%	No
2. Functioning within age expectations	81	131	61.8%	82.5%	No
Outcome C					
1. Substantially Increased	61	89	68.5%	75.0%	No
2. Functioning within age expectations	81	131	61.8%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
461	463	99.6%	>90%	Yes

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

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

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

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
107	91	14	97.8%	100%	No

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

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

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

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
115	18	46	*	44	93.9%	100%	No

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

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

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

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

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

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

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

CDS Code	0961846	FMTA Region	4
District Name	CAMINO 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?
NA	64	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAMINO 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	13	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	38	77.6%	>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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	11	*	NC	>32.9%	NA
B. Separate		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	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
72	73	98.6%	>90%	Yes

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

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

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

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

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

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

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
58	*	43	NA	12	100.0%	100%	Yes

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

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

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

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

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

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

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

CDS Code	4369393	FMTA Region	4
District Name	CAMPBELL UNION	SELPA	4303 Santa Clara Area III

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAMPBELL 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	66	NC		
African American	NA	45	NC		
Hispanic	*	389	NC		
Multi-Ethnic	NA	30	NC		
Pacific Islander	NA	*	NC		
White	NA	255	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	639	345	54.0%	>49.2%	Yes
B. <40%		149	23.3%	<24.6%	Yes
C. Separate Schools		15	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAMPBELL 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	107	46	43.0%	>32.9%	Yes
B. Separate		33	30.8%	<34.4%	Yes

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

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	44	77	57.1%	72.7%	No
2. Functioning within age expectations	86	131	65.6%	82.1%	No
Outcome B					
1. Substantially Increased	44	77	57.1%	70.0%	No
2. Functioning within age expectations	81	131	61.8%	82.5%	No
Outcome C					
1. Substantially Increased	61	89	68.5%	75.0%	No
2. Functioning within age expectations	81	131	61.8%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
828	829	99.9%	>90%	Yes

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAMPBELL 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
224	196	21	96.6%	100%	No

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

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

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

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
115	18	46	*	44	93.9%	100%	No

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

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

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

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

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

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

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

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

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

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

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

CDS Code	4369401	FMTA Region	4
District Name	CAMPBELL UNION HIGH	SELPA	4303 Santa Clara Area III

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

Graduation Rate	Target	Target Met
72.08	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
2.08%	<14.72%	Yes

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	94	95%	No	28.2	100	No
Math	95	95%	Yes	29.8	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?
*	971	0.21	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAMPBELL 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	67	NC		
African American	NA	45	NC		
Hispanic	*	459	NC		
Multi-Ethnic	*	23	NC		
Pacific Islander	NA	*	NC		
White	NA	370	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	900	256	28.4%	>49.2%	No
B. <40%		204	22.7%	<24.6%	Yes
C. Separate Schools		54	6.0%	<4.4%	No

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAMPBELL 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	44	77	57.1%	72.7%	No
2. Functioning within age expectations	86	131	65.6%	82.1%	No
Outcome B					
1. Substantially Increased	44	77	57.1%	70.0%	No
2. Functioning within age expectations	81	131	61.8%	82.5%	No
Outcome C					
1. Substantially Increased	61	89	68.5%	75.0%	No
2. Functioning within age expectations	81	131	61.8%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
939	941	99.8%	>90%	Yes

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

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

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

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
25	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
 CAMPBELL UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
115	18	46	*	44	93.9%	100%	No

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

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
582	582	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2014–15 District Level Special Education Annual Performance Report Measure for
 CAMPBELL 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	114	55	48.2%	52.30%	No
B. Higher Ed or Competitively Employed		89	78.1%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		111	97.4%	81.0%	Yes

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

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

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

CDS Code	5872728	FMTA Region	4
District Name	CAMPTONVILLE ELEMENTARY	SELPA	5800 Yuba County

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

Graduation Rate	Target	Target Met
NC	69.25	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	47	NC	2.43%	No

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAMPTONVILLE 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	34	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	36	30	83.3%	>49.2%	Yes
B. <40%		*	2.8%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

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

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

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

2014–15 District Level Special Education Annual Performance Report Measure for
CAMPTONVILLE 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	24	36	66.7%	72.7%	No
2. Functioning within age expectations	43	59	72.9%	82.1%	No
Outcome B					
1. Substantially Increased	20	35	57.1%	70.0%	No
2. Functioning within age expectations	36	59	61.0%	82.5%	No
Outcome C					
1. Substantially Increased	17	27	63.0%	75.0%	No
2. Functioning within age expectations	43	59	72.9%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
50	51	98.0%	>90%	Yes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
32	*	27	*	0	100.0%	100%	Yes

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

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
11	11	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

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

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

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

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

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

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

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

CDS Code	0761671	FMTA Region	2
District Name	CANYON 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	*	NC	2.43%	NA

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

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

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

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

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CANYON 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	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
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CANYON 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
CANYON ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
143	13	90	19	13	91.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CANYON ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPAY JOINT UNION ELEMENTARY School District

CDS Code	1162554	FMTA Region	2
District Name	CAPAY JOINT UNION ELEMENTARY	SELPA	1100 Glenn County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	20	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPAY JOINT UNION ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	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%	17	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPAY 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	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	18	22	81.8%	72.7%	Yes
2. Functioning within age expectations	19	30	63.3%	82.1%	No
Outcome B					
1. Substantially Increased	14	21	66.7%	70.0%	No
2. Functioning within age expectations	17	30	56.7%	82.5%	No
Outcome C					
1. Substantially Increased	13	16	NC	75.0%	NA
2. Functioning within age expectations	23	30	76.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
21	21	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPAY 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
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPAY JOINT UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
18	*	16	NA	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CAPAY 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
CAPISTRANO CONNECTION ACADEMY CHARTER School District

CDS Code	0106765	FMTA Region	4
District Name	CAPISTRANO CONNECTION 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
54.17	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPISTRANO CONNECTION ACADEMY CHARTER School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	*	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	NA	NA	NC	>49.2%	NA
B. <40%		NA	NC	<24.6%	NA
C. Separate Schools		NA	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPISTRANO CONNECTION 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPISTRANO CONNECTION ACADEMY CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPISTRANO CONNECTION ACADEMY CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
296	*	194	*	95	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CAPISTRANO CONNECTION ACADEMY CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPISTRANO UNIFIED School District

CDS Code	3066464	FMTA Region	1
District Name	CAPISTRANO UNIFIED	SELPA	3021 Capistrano 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
83.63	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
6.80%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
15	5,318	0.28	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPISTRANO UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	14	NC	2.43%	No
Asian	*	211	0.95		
African American	NA	99	NC		
Hispanic	*	1,791	0.45		
Multi-Ethnic	*	288	NC		
Pacific Islander	NA	11	NC		
White	*	2,904	0.14		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	4,543	2,431	53.5%	>49.2%	Yes
B. <40%		722	15.9%	<24.6%	Yes
C. Separate Schools		97	2.1%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPISTRANO 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	618	395	63.9%	>32.9%	Yes
B. Separate		77	12.5%	<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	51	80	63.8%	72.7%	No
2. Functioning within age expectations	109	159	68.6%	82.1%	No
Outcome B					
1. Substantially Increased	38	60	63.3%	70.0%	No
2. Functioning within age expectations	120	159	75.5%	82.5%	No
Outcome C					
1. Substantially Increased	47	64	73.4%	75.0%	No
2. Functioning within age expectations	118	159	74.2%	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
5,519	5,529	99.8%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPISTRANO UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
1,198	936	251	98.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPISTRANO UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
143	23	111	*	*	97.4%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
1,054	1,053	99.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CAPISTRANO 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	250	110	44.0%	52.30%	No
B. Higher Ed or Competitively Employed		176	70.4%	72.4%	No
C. Any Post-Secondary Ed or Employed		205	82.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPITOL COLLEGIATE ACADEMY School District

CDS Code	0123901	FMTA Region	4
District Name	CAPITOL COLLEGIATE ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPITOL COLLEGIATE ACADEMY School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	11	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	18	17	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPITOL COLLEGIATE ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
25	25	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPITOL COLLEGIATE ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAPITOL COLLEGIATE ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CAPITOL COLLEGIATE ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARDIFF ELEMENTARY School District

CDS Code	3768007	FMTA Region	2
District Name	CARDIFF ELEMENTARY	SELPA	3702 North Coastal

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	123	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARDIFF 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	22	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	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%	101	89	88.1%	>49.2%	Yes
B. <40%		*	5.0%	<24.6%	Yes
C. Separate Schools		*	1.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARDIFF 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	23	100.0%	>32.9%	Yes
B. Separate		0	0.0%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
160	160	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARDIFF 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
45	37	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CARDIFF ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CARDIFF ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARLSBAD UNIFIED School District

CDS Code	3773551	FMTA Region	2
District Name	CARLSBAD 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
58.11	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
5.56%	<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?
*	1,225	0.33	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARLSBAD 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	*	52	NC		
African American	NA	40	NC		
Hispanic	*	410	0.49		
Multi-Ethnic	NA	33	NC		
Pacific Islander	NA	*	NC		
White	*	682	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,090	718	65.9%	>49.2%	Yes
B. <40%		137	12.6%	<24.6%	Yes
C. Separate Schools		24	2.2%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARLSBAD 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	119	89	74.8%	>32.9%	Yes
B. Separate		18	15.1%	<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	180	302	59.6%	72.7%	No
2. Functioning within age expectations	301	519	58.0%	82.1%	No
Outcome B					
1. Substantially Increased	187	290	64.5%	70.0%	No
2. Functioning within age expectations	316	519	60.9%	82.5%	No
Outcome C					
1. Substantially Increased	172	253	68.0%	75.0%	No
2. Functioning within age expectations	352	519	67.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,400	1,409	99.4%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARLSBAD 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
274	258	16	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARLSBAD UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
224	224	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CARLSBAD 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	38	16	42.1%	52.30%	No
B. Higher Ed or Competitively Employed		31	81.6%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		38	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARMEL UNIFIED School District

CDS Code	2765987	FMTA Region	3
District Name	CARMEL 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
87.50	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	214	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARMEL 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	*	*	NC		
Hispanic	NA	54	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	136	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	118	64.5%	>49.2%	Yes
B. <40%		14	7.7%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARMEL 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	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
205	206	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARMEL 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	18	12	81.8%	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
 CARMEL UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
46	46	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CARMEL UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	12	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		0	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARPINTERIA UNIFIED School District

CDS Code	4269146	FMTA Region	1
District Name	CARPINTERIA UNIFIED	SELPA	4200 Santa Barbara County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
65.00	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
12.00%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	310	0.65	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARPINTERIA 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	*	215	0.93		
Multi-Ethnic	NA	*	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%	259	148	57.1%	>49.2%	Yes
B. <40%		16	6.2%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARPINTERIA UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	47	41	87.2%	>32.9%	Yes
B. Separate		*	8.5%	<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	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
326	329	99.1%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARPINTERIA 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
38	34	*	97.1%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARPINTERIA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
65	64	98.5%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CARPINTERIA UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARUTHERS UNIFIED SCHOOL DISTRICT School District

CDS Code	1075598	FMTA Region	3
District Name	CARUTHERS UNIFIED SCHOOL DISTRICT	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
80.00	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	132	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARUTHERS 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	NA	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	96	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%	98	48	49.0%	>49.2%	No
B. <40%		35	35.7%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARUTHERS 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	17	14	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
146	147	99.3%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARUTHERS 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
22	20	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CARUTHERS 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
232	*	193	*	20	98.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CARUTHERS 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	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASCADE UNION ELEMENTARY School District

CDS Code	4569914	FMTA Region	3
District Name	CASCADE 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	164	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASCADE 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	30	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	107	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	136	62	45.6%	>49.2%	No
B. <40%		33	24.3%	<24.6%	Yes
C. Separate Schools		*	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASCADE UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	29	16	55.2%	>32.9%	Yes
B. Separate		*	24.1%	<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	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
188	189	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASCADE 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
40	37	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CASCADE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
99	16	61	*	*	95.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CASCADE UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTAIC UNION ELEMENTARY School District

CDS Code	1964345	FMTA Region	1
District Name	CASTAIC UNION ELEMENTARY	SELPA	1906 Santa Clarita Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	310	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTAIC 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	15	NC		
African American	*	13	NC		
Hispanic	NA	133	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	143	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	259	154	59.5%	>49.2%	Yes
B. <40%		53	20.5%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTAIC 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	64	32	50.0%	>32.9%	Yes
B. Separate		32	50.0%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	59	97	60.8%	72.7%	No
2. Functioning within age expectations	147	203	72.4%	82.1%	No
Outcome B					
1. Substantially Increased	63	93	67.7%	70.0%	No
2. Functioning within age expectations	139	203	68.5%	82.5%	No
Outcome C					
1. Substantially Increased	58	88	65.9%	75.0%	No
2. Functioning within age expectations	140	203	69.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
341	356	95.8%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTAIC 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
86	63	18	92.6%	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
CASTAIC UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
143	30	110	*	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CASTAIC UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTLE ROCK UNION ELEMENTARY School District

CDS Code	4569922	FMTA Region	3
District Name	CASTLE ROCK 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	11	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTLE 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%	NA
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTLE 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	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	37	62	59.7%	72.7%	No
2. Functioning within age expectations	73	119	61.3%	82.1%	No
Outcome B					
1. Substantially Increased	40	62	64.5%	70.0%	No
2. Functioning within age expectations	74	119	62.2%	82.5%	No
Outcome C					
1. Substantially Increased	38	56	67.9%	75.0%	No
2. Functioning within age expectations	87	119	73.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTLE 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
*	*	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
CASTLE 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
99	16	61	*	*	95.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CASTLE 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTRO VALLEY UNIFIED School District

CDS Code	0161150	FMTA Region	4
District Name	CASTRO VALLEY UNIFIED	SELPA	0111 Mid-Alameda County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
72.50	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
19.23%	<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	843	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTRO 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	107	NC		
African American	NA	86	NC		
Hispanic	NA	192	NC		
Multi-Ethnic	NA	75	NC		
Pacific Islander	NA	*	NC		
White	NA	370	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	725	405	55.9%	>49.2%	Yes
B. <40%		127	17.5%	<24.6%	Yes
C. Separate Schools		44	6.1%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTRO 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	86	24	27.9%	>32.9%	No
B. Separate		61	70.9%	<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	42	93	45.2%	72.7%	No
2. Functioning within age expectations	107	175	61.1%	82.1%	No
Outcome B					
1. Substantially Increased	50	96	52.1%	70.0%	No
2. Functioning within age expectations	100	175	57.1%	82.5%	No
Outcome C					
1. Substantially Increased	50	84	59.5%	75.0%	No
2. Functioning within age expectations	108	175	61.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
876	882	99.3%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTRO 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
149	117	30	98.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CASTRO 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
118	17	78	12	*	92.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
164	162	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CASTRO 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAYUCOS ELEMENTARY School District

CDS Code	4068726	FMTA Region	1
District Name	CAYUCOS ELEMENTARY	SELPA	4000 San Luis Obispo County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	35	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAYUCOS 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	27	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	22	19	86.4%	>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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAYUCOS 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	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
32	32	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CAYUCOS 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
CAYUCOS ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CAYUCOS ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CELERITY SIRIUS CHARTER School District

CDS Code	0124925	FMTA Region	1
District Name	CELERITY SIRIUS CHARTER	SELPA	1951 LACOE Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	42	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CELERITY SIRIUS 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	22	NC		
Hispanic	NA	19	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%	33	28	84.8%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CELERITY SIRIUS CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
46	47	97.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CELERITY SIRIUS 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
CELERITY SIRIUS CHARTER School District

Calculation: $Number\ of\ students\ assessed\ within\ 60\ days / (students\ assessed - students\ delayed) * 100$

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

Calculation: $Students\ with\ "Yes"\ Responses\ in\ Goals\ 1\ through\ 8 / Number\ of\ Students\ 16\ or\ older * 100$

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CELERITY SIRIUS CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTER UNIFIED School District

CDS Code	3473973	FMTA Region	4
District Name	CENTER UNIFIED	SELPA	3401 Sacramento County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
82.35	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
17.24%	<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?
*	798	0.38	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTER 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	34	NC		
African American	NA	137	NC		
Hispanic	*	184	NC		
Multi-Ethnic	*	52	NC		
Pacific Islander	NA	*	NC		
White	*	384	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	659	243	36.9%	>49.2%	No
B. <40%		174	26.4%	<24.6%	No
C. Separate Schools		28	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTER 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	40	75.5%	>32.9%	Yes
B. Separate		*	17.0%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	74	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
750	754	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTER UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
147	83	62	97.6%	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
CENTER UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
142	142	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CENTER 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	19	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		16	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTINELA VALLEY UNION HIGH School District

CDS Code	1964352	FMTA Region	1
District Name	CENTINELA VALLEY UNION HIGH	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
58.21	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
4.82%	<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	95	95%	Yes	13.5	100	No
Math	95	95%	Yes	14.7	100	No

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,131	0.27	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTINELA VALLEY UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	23	NC		
African American	*	300	0.67		
Hispanic	*	740	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	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%	968	359	37.1%	>49.2%	No
B. <40%		345	35.6%	<24.6%	No
C. Separate Schools		47	4.9%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTINELA 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	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
1,040	1,041	99.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTINELA VALLEY UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
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
CENTINELA 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
243	22	197	11	*	95.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
753	753	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CENTINELA 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	27	19	70.4%	52.30%	Yes
B. Higher Ed or Competitively Employed		20	74.1%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		27	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL CALIFORNIA CONNECTIONS School District

CDS Code	0112458	FMTA Region	4
District Name	CENTRAL CALIFORNIA CONNECTIONS	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
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	25	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL CALIFORNIA CONNECTIONS School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	17	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	16	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL CALIFORNIA CONNECTIONS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. 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
26	26	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL CALIFORNIA CONNECTIONS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
CENTRAL CALIFORNIA CONNECTIONS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
296	*	194	*	95	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CENTRAL CALIFORNIA CONNECTIONS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL ELEMENTARY School District

CDS Code	3667645	FMTA Region	2
District Name	CENTRAL ELEMENTARY	SELPA	3603 West End

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	585	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	15	NC		
African American	NA	74	NC		
Hispanic	NA	313	NC		
Multi-Ethnic	NA	13	NC		
Pacific Islander	NA	*	NC		
White	NA	166	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	461	220	47.7%	>49.2%	No
B. <40%		114	24.7%	<24.6%	No
C. Separate Schools		*	2.2%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL 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	86	29	33.7%	>32.9%	Yes
B. Separate		54	62.8%	<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	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
719	722	99.6%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL 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
198	146	50	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
CENTRAL ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CENTRAL ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL UNIFIED School District

CDS Code	1073965	FMTA Region	3
District Name	CENTRAL UNIFIED	SELPA	1001 Fresno County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
43.75	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
12.08%	<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?
*	1,707	0.59	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL 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	123	NC		
African American	*	301	1.00		
Hispanic	*	910	0.55		
Multi-Ethnic	NA	32	NC		
Pacific Islander	NA	*	NC		
White	*	329	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%	1,367	753	55.1%	>49.2%	Yes
B. <40%		260	19.0%	<24.6%	Yes
C. Separate Schools		67	4.9%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL 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	157	97	61.8%	>32.9%	Yes
B. Separate		*	5.1%	<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	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
1,857	1,864	99.6%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL 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
316	214	101	99.5%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
232	*	193	*	20	98.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
442	442	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CENTRAL UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	31	11	35.5%	52.30%	No
B. Higher Ed or Competitively Employed		18	58.1%	72.4%	No
C. Any Post-Secondary Ed or Employed		31	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL UNION ELEMENTARY School District

CDS Code	1663883	FMTA Region	2
District Name	CENTRAL UNION ELEMENTARY	SELPA	1600 Kings County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	213	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL 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	23	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	16	NC		
Hispanic	NA	83	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	80	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	142	86	60.6%	>49.2%	Yes
B. <40%		23	16.2%	<24.6%	Yes
C. Separate Schools		*	3.5%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL 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	24	14	58.3%	>32.9%	Yes
B. Separate		*	8.3%	<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	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
205	206	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL 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
52	46	*	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
CENTRAL UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
42	NA	38	NA	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CENTRAL UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL UNION HIGH School District

CDS Code	1363115	FMTA Region	2
District Name	CENTRAL 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
86.67	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
5.65%	<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	96	95%	Yes	17.9	100	No
Math	98	95%	Yes	22	100	No

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	448	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	411	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	26	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	418	244	58.4%	>49.2%	Yes
B. <40%		32	7.7%	<24.6%	Yes
C. Separate Schools		16	3.8%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL 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
472	472	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
25	21	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRAL UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
305	305	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CENTRAL 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	75	41	54.7%	52.30%	Yes
B. Higher Ed or Competitively Employed		58	77.3%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		75	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRALIA ELEMENTARY School District

CDS Code	3066472	FMTA Region	1
District Name	CENTRALIA ELEMENTARY	SELPA	3013 Greater Anaheim

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	499	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRALIA 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	53	NC		
African American	NA	32	NC		
Hispanic	NA	279	NC		
Multi-Ethnic	NA	18	NC		
Pacific Islander	NA	*	NC		
White	NA	112	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	371	219	59.0%	>49.2%	Yes
B. <40%		103	27.8%	<24.6%	No
C. Separate Schools		*	2.2%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRALIA 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	136	60	44.1%	>32.9%	Yes
B. Separate		59	43.4%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
621	623	99.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTRALIA 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
138	109	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
CENTRALIA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
120	12	94	*	*	94.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CENTRALIA ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTURY ACADEMY School District

CDS Code	0112250	FMTA Region	1
District Name	CENTURY ACADEMY	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	26	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTURY ACADEMY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	24	NC		
Hispanic	NA	*	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTURY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	165	273	60.4%	72.7%	No
2. Functioning within age expectations	258	433	59.6%	82.1%	No
Outcome B					
1. Substantially Increased	157	256	61.3%	70.0%	No
2. Functioning within age expectations	259	433	59.8%	82.5%	No
Outcome C					
1. Substantially Increased	171	248	69.0%	75.0%	No
2. Functioning within age expectations	284	433	65.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
37	37	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTURY 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
CENTURY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
243	22	197	11	*	95.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CENTURY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTURY COMMUNITY School District

CDS Code	0107508	FMTA Region	1
District Name	CENTURY COMMUNITY	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	28	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTURY COMMUNITY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	21	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	29	23	79.3%	>49.2%	Yes
B. <40%		*	3.4%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTURY COMMUNITY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. 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
32	32	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CENTURY COMMUNITY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
CENTURY COMMUNITY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
243	22	197	11	*	95.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CENTURY COMMUNITY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CERES UNIFIED School District

CDS Code	5071043	FMTA Region	4
District Name	CERES UNIFIED	SELPA	5001 Stanislaus County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
58.26	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
12.50%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
16	1,504	1.06	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CERES 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	53	NC		
African American	*	42	NC		
Hispanic	*	1,013	0.79		
Multi-Ethnic	*	29	NC		
Pacific Islander	NA	*	NC		
White	*	350	1.71		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,244	734	59.0%	>49.2%	Yes
B. <40%		203	16.3%	<24.6%	Yes
C. Separate Schools		49	3.9%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CERES 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	115	65	56.5%	>32.9%	Yes
B. Separate		32	27.8%	<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	157	54.8%	72.7%	No
2. Functioning within age expectations	153	259	59.1%	82.1%	No
Outcome B					
1. Substantially Increased	88	155	56.8%	70.0%	No
2. Functioning within age expectations	152	259	58.7%	82.5%	No
Outcome C					
1. Substantially Increased	104	149	69.8%	75.0%	No
2. Functioning within age expectations	164	259	63.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,657	1,659	99.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CERES 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
227	147	79	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
CERES UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
182	20	137	13	*	95.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
327	327	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CERES UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHAFFEY UNION HIGH School District

CDS Code	3667652	FMTA Region	2
District Name	CHAFFEY UNION HIGH	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
71.09	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
7.01%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	98	95%	Yes	21.8	100	No
Math	97	95%	Yes	23.5	100	No

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	3,540	0.14	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHAFFEY UNION HIGH School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	16	NC	2.43%	No
Asian	NA	98	NC		
African American	*	467	0.43		
Hispanic	*	2,189	0.14		
Multi-Ethnic	NA	59	NC		
Pacific Islander	NA	*	NC		
White	NA	701	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	3,064	1,196	39.0%	>49.2%	No
B. <40%		892	29.1%	<24.6%	No
C. Separate Schools		132	4.3%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHAFFEY 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	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
3,252	3,269	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHAFFEY 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
125	93	26	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHAFFEY UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
2,139	2,130	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHAFFEY 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	260	125	48.1%	52.30%	No
B. Higher Ed or Competitively Employed		190	73.1%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		258	99.2%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER OAK UNIFIED School District

CDS Code	1964378	FMTA Region	1
District Name	CHARTER OAK 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
89.29	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
4.29%	<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?
*	741	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER OAK 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	32	NC		
African American	NA	41	NC		
Hispanic	*	462	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	193	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	619	239	38.6%	>49.2%	No
B. <40%		142	22.9%	<24.6%	Yes
C. Separate Schools		51	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER OAK 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	34	41.0%	>32.9%	Yes
B. Separate		46	55.4%	<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	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
788	792	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER OAK UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
129	105	20	96.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER OAK UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
159	159	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHARTER OAK UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	24	12	50.0%	52.30%	No
B. Higher Ed or Competitively Employed		16	66.7%	72.4%	No
C. Any Post-Secondary Ed or Employed		24	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER SCHOOL OF MORGAN HILL School District

CDS Code	6118541	FMTA Region	3
District Name	CHARTER SCHOOL OF MORGAN HILL	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	60	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER SCHOOL OF MORGAN HILL School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. 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	11	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%	54	52	96.3%	>49.2%	Yes
B. <40%		*	3.7%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER SCHOOL OF MORGAN HILL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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
53	53	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER SCHOOL OF MORGAN HILL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
CHARTER SCHOOL OF MORGAN HILL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHARTER SCHOOL OF MORGAN HILL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER SCHOOL OF SAN DIEGO School District

CDS Code	3730959	FMTA Region	4
District Name	CHARTER SCHOOL OF SAN DIEGO	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
28.75	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
20.90%	<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?
*	484	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER SCHOOL OF SAN DIEGO School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. 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	13	NC		
African American	NA	77	NC		
Hispanic	NA	210	NC		
Multi-Ethnic	*	35	NC		
Pacific Islander	NA	*	NC		
White	NA	144	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	312	300	96.2%	>49.2%	Yes
B. <40%		*	1.9%	<24.6%	Yes
C. Separate Schools		*	0.6%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER SCHOOL OF SAN DIEGO School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. 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
522	525	99.4%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER SCHOOL OF SAN DIEGO School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
36	34	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHARTER SCHOOL OF SAN DIEGO School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
391	388	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHARTER SCHOOL OF SAN DIEGO School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	33	*	27.3%	52.30%	No
B. Higher Ed or Competitively Employed		24	72.7%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		33	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHATOM UNION School District

CDS Code	5071050	FMTA Region	4
District Name	CHATOM UNION	SELPA	5001 Stanislaus County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	63	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHATOM UNION School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	44	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	*	NC		
White	*	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%	51	25	49.0%	>49.2%	No
B. <40%		23	45.1%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHATOM UNION School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	86	157	54.8%	72.7%	No
2. Functioning within age expectations	153	259	59.1%	82.1%	No
Outcome B					
1. Substantially Increased	88	155	56.8%	70.0%	No
2. Functioning within age expectations	152	259	58.7%	82.5%	No
Outcome C					
1. Substantially Increased	104	149	69.8%	75.0%	No
2. Functioning within age expectations	164	259	63.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
63	63	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHATOM 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
13	12	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHATOM UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
182	20	137	13	*	95.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHATOM UNION School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHAWANAKEE JOINT USD School District

CDS Code	2075606	FMTA Region	3
District Name	CHAWANAKEE JOINT USD	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
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	125	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHAWANAKEE JOINT USD School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	18	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	NA	NC		
Hispanic	NA	26	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	76	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	93	62	66.7%	>49.2%	Yes
B. <40%		17	18.3%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHAWANAKEE JOINT USD School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	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
108	108	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHAWANAKEE JOINT USD School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
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
CHAWANAKEE JOINT USD School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
38	38	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHAWANAKEE JOINT USD School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICAGO PARK ELEMENTARY School District

CDS Code	2966316	FMTA Region	4
District Name	CHICAGO PARK ELEMENTARY	SELPA	2900 Nevada County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	17	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICAGO 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%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	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%	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICAGO PARK ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
23	23	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICAGO 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
*	*	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
CHICAGO 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
38	*	29	NA	0	96.7%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHICAGO 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICO COUNTRY DAY CHARTER SCHOOL School District

CDS Code	6113773	FMTA Region	3
District Name	CHICO COUNTRY DAY CHARTER SCHOOL	SELPA	0400 Butte County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICO COUNTRY DAY CHARTER SCHOOL School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	36	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	0	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		*	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICO COUNTRY DAY 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	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
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICO COUNTRY DAY CHARTER SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICO COUNTRY DAY 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHICO COUNTRY DAY 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICO UNIFIED School District

CDS Code	0461424	FMTA Region	3
District Name	CHICO 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
65.12	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
14.19%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,715	0.12	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICO 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	39	NC	2.43%	No
Asian	*	81	NC		
African American	NA	87	NC		
Hispanic	*	418	NC		
Multi-Ethnic	NA	41	NC		
Pacific Islander	NA	11	NC		
White	NA	1,038	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,467	703	47.9%	>49.2%	No
B. <40%		322	21.9%	<24.6%	Yes
C. Separate Schools		18	1.2%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICO UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	233	138	59.2%	>32.9%	Yes
B. Separate		84	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	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
1,966	1,966	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICO 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
335	265	65	98.1%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHICO UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
347	347	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHICO UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	40	15	37.5%	52.30%	No
B. Higher Ed or Competitively Employed		25	62.5%	72.4%	No
C. Any Post-Secondary Ed or Employed		40	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHILDREN OF PROMISE CHARTER SCHOOL School District

CDS Code	0121186	FMTA Region	1
District Name	CHILDREN OF PROMISE CHARTER SCHOOL	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	11	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHILDREN OF PROMISE 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	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHILDREN OF PROMISE CHARTER SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	165	273	60.4%	72.7%	No
2. Functioning within age expectations	258	433	59.6%	82.1%	No
Outcome B					
1. Substantially Increased	157	256	61.3%	70.0%	No
2. Functioning within age expectations	259	433	59.8%	82.5%	No
Outcome C					
1. Substantially Increased	171	248	69.0%	75.0%	No
2. Functioning within age expectations	284	433	65.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
13	13	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHILDREN OF PROMISE CHARTER SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHILDREN OF PROMISE 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
243	22	197	11	*	95.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

Calculation: $Students\ with\ "Yes"\ Responses\ in\ Goals\ 1\ through\ 8 / Number\ of\ Students\ 16\ or\ older * 100$

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHILDREN OF PROMISE 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHINO UNIFIED School District

CDS Code	3667678	FMTA Region	2
District Name	CHINO UNIFIED	SELPA	3603 West End

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
78.08	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
2.87%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
27	4,598	0.59	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHINO UNIFIED School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	14	NC	2.43%	No
Asian	NA	320	NC		
African American	NA	265	NC		
Hispanic	20	2,887	0.69		
Multi-Ethnic	NA	129	NC		
Pacific Islander	NA	12	NC		
White	*	971	0.72		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	3,817	1,909	50.0%	>49.2%	Yes
B. <40%		830	21.7%	<24.6%	Yes
C. Separate Schools		87	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHINO UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	294	46	15.6%	>32.9%	No
B. Separate		245	83.3%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
4,363	4,385	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHINO 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
778	611	151	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
CHINO UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
1,036	1,028	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHINO UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	100	58	58.0%	52.30%	Yes
B. Higher Ed or Competitively Employed		78	78.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		99	99.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHOWCHILLA ELEMENTARY School District

CDS Code	2065193	FMTA Region	3
District Name	CHOWCHILLA 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	222	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHOWCHILLA 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	126	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	83	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	166	108	65.1%	>49.2%	Yes
B. <40%		43	25.9%	<24.6%	No
C. Separate Schools		*	4.8%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHOWCHILLA ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	38	32	84.2%	>32.9%	Yes
B. Separate		*	10.5%	<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	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
260	261	99.6%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHOWCHILLA 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	30	11	93.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHOWCHILLA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHOWCHILLA ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHOWCHILLA UNION HIGH School District

CDS Code	2065201	FMTA Region	3
District Name	CHOWCHILLA UNION HIGH	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
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
13.79%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	89	95%	--	21.4	100	--
Math	100	95%	--	12.5	100	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	101	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHOWCHILLA UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	54	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	34	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	86	41	47.7%	>49.2%	No
B. <40%		13	15.1%	<24.6%	Yes
C. Separate Schools		*	4.7%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHOWCHILLA 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	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
94	95	98.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHOWCHILLA 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
CHOWCHILLA UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
72	71	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHOWCHILLA UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHRYSALIS CHARTER School District

CDS Code	0111674	FMTA Region	3
District Name	CHRYSALIS CHARTER	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	15	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHRYSALIS CHARTER School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	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%	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHRYSALIS 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	37	62	59.7%	72.7%	No
2. Functioning within age expectations	73	119	61.3%	82.1%	No
Outcome B					
1. Substantially Increased	40	62	64.5%	70.0%	No
2. Functioning within age expectations	74	119	62.2%	82.5%	No
Outcome C					
1. Substantially Increased	38	56	67.9%	75.0%	No
2. Functioning within age expectations	87	119	73.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
22	22	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHRYSALIS CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
12	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHRYSALIS CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
99	16	61	*	*	95.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHRYSALIS CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHUALAR UNION School District

CDS Code	2765995	FMTA Region	3
District Name	CHUALAR 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?
NA	42	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHUALAR UNION School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	38	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	31	13	41.9%	>49.2%	No
B. <40%		*	25.8%	<24.6%	No
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHUALAR UNION School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
44	44	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHUALAR UNION School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHUALAR UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
125	18	85	*	*	91.4%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHUALAR UNION School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHULA VISTA CITY ELEMENTARY School District

CDS Code	3768023	FMTA Region	2
District Name	CHULA VISTA CITY ELEMENTARY	SELPA	3704 South County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	3,380	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHULA VISTA 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	15	NC	2.43%	No
Asian	NA	210	NC		
African American	NA	171	NC		
Hispanic	NA	2,433	NC		
Multi-Ethnic	NA	103	NC		
Pacific Islander	NA	*	NC		
White	NA	440	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,622	1,582	60.3%	>49.2%	Yes
B. <40%		780	29.7%	<24.6%	No
C. Separate Schools		39	1.5%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHULA VISTA 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	785	455	58.0%	>32.9%	Yes
B. Separate		285	36.3%	<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	121	218	55.5%	72.7%	No
2. Functioning within age expectations	213	368	57.9%	82.1%	No
Outcome B					
1. Substantially Increased	145	240	60.4%	70.0%	No
2. Functioning within age expectations	206	368	56.0%	82.5%	No
Outcome C					
1. Substantially Increased	138	201	68.7%	75.0%	No
2. Functioning within age expectations	236	368	64.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
4,270	4,275	99.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CHULA VISTA 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
1,140	606	534	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
CHULA VISTA CITY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
249	36	168	14	22	94.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CHULA VISTA 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
CIENEGA UNION ELEMENTARY School District

CDS Code	3567462	FMTA Region	1
District Name	CIENEGA 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CIENEGA UNION ELEMENTARY School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CIENEGA UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	17	25	68.0%	82.1%	No
Outcome B					
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	20	25	80.0%	82.5%	No
Outcome C					
1. Substantially Increased	*	11	NC	75.0%	NA
2. Functioning within age expectations	21	25	84.0%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CIENEGA 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
CIENEGA UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
28	*	18	*	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CIENEGA UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CINNABAR ELEMENTARY School District

CDS Code	4970649	FMTA Region	3
District Name	CINNABAR 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	31	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CINNABAR ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	19	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	29	25	86.2%	>49.2%	Yes
B. <40%		*	13.8%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CINNABAR ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	87	122	71.3%	72.7%	No
2. Functioning within age expectations	199	271	73.4%	82.1%	No
Outcome B					
1. Substantially Increased	79	122	64.8%	70.0%	No
2. Functioning within age expectations	194	271	71.6%	82.5%	No
Outcome C					
1. Substantially Increased	86	119	72.3%	75.0%	No
2. Functioning within age expectations	202	271	74.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
36	36	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CINNABAR 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
CINNABAR ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
190	18	134	*	12	89.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CINNABAR ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CITRUS SOUTH TULE ELEMENTARY School District

CDS Code	5471845	FMTA Region	4
District Name	CITRUS SOUTH TULE ELEMENTARY	SELPA	5400 Tulare County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CITRUS SOUTH TULE 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CITRUS SOUTH TULE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	107	42.1%	72.7%	No
2. Functioning within age expectations	50	143	35.0%	82.1%	No
Outcome B					
1. Substantially Increased	50	120	41.7%	70.0%	No
2. Functioning within age expectations	45	143	31.5%	82.5%	No
Outcome C					
1. Substantially Increased	42	99	42.4%	75.0%	No
2. Functioning within age expectations	66	143	46.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CITRUS SOUTH TULE 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
CITRUS SOUTH TULE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
296	*	194	*	95	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CITRUS SOUTH TULE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CITY HEIGHTS PREPARATORY CHARTER School District

CDS Code	0124347	FMTA Region	4
District Name	CITY HEIGHTS 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
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	14	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CITY HEIGHTS 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	*	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%	23	21	91.3%	>49.2%	Yes
B. <40%		*	4.3%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CITY HEIGHTS 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
25	25	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CITY HEIGHTS 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	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
CITY HEIGHTS 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CITY HEIGHTS 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	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAREMONT UNIFIED School District

CDS Code	1964394	FMTA Region	1
District Name	CLAREMONT 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
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
2.63%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	835	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAREMONT 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	49	NC		
African American	NA	85	NC		
Hispanic	NA	305	NC		
Multi-Ethnic	NA	29	NC		
Pacific Islander	NA	NA	NC		
White	NA	363	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	711	437	61.5%	>49.2%	Yes
B. <40%		123	17.3%	<24.6%	Yes
C. Separate Schools		28	3.9%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAREMONT 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	60	42	70.0%	>32.9%	Yes
B. Separate		13	21.7%	<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	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
883	888	99.4%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAREMONT 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
142	110	29	97.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAREMONT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
171	170	99.4%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CLAREMONT UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLASSICAL ACADEMY School District

CDS Code	6116776	FMTA Region	4
District Name	CLASSICAL ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLASSICAL 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%	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLASSICAL 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
70	70	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLASSICAL 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
22	16	*	94.1%	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
 CLASSICAL ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CLASSICAL ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLASSICAL ACADEMY HIGH School District

CDS Code	0111195	FMTA Region	4
District Name	CLASSICAL ACADEMY HIGH	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
100.00	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	70	95%	--	--	100	--
Math	80	95%	--	--	100	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLASSICAL ACADEMY HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	54	53	98.1%	>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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLASSICAL ACADEMY 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
64	64	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLASSICAL ACADEMY 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
CLASSICAL ACADEMY HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
33	33	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CLASSICAL ACADEMY 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAY JOINT ELEMENTARY School District

CDS Code	1062109	FMTA Region	3
District Name	CLAY JOINT 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	21	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAY JOINT ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	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	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAY JOINT ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
15	15	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAY JOINT ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	NA	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAY JOINT ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
232	*	193	*	20	98.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CLAY JOINT ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAYTON VALLEY CHARTER HIGH School District

CDS Code	0731380	FMTA Region	4
District Name	CLAYTON VALLEY 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
82.86	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
2.22%	<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%	--	26.3	100	--
Math	98	95%	--	26.3	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	159	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAYTON VALLEY CHARTER HIGH School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	47	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	93	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	122	51	41.8%	>49.2%	No
B. <40%		14	11.5%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAYTON VALLEY 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
127	127	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLAYTON VALLEY 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
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
CLAYTON VALLEY 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
95	95	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CLAYTON VALLEY 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	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLEAR CREEK ELEMENTARY School District

CDS Code	2966324	FMTA Region	4
District Name	CLEAR CREEK ELEMENTARY	SELPA	2900 Nevada County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	19	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLEAR CREEK ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	NA
Asian	NA	*	NC		
African American	NA	NA	NC		
Hispanic	NA	*	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%	12	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLEAR 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	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
19	19	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLEAR CREEK ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLEAR CREEK ELEMENTARY School District

Calculation: $Number\ of\ students\ assessed\ within\ 60\ days / (students\ assessed - students\ delayed) * 100$

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
38	*	29	NA	0	96.7%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

Calculation: $Students\ with\ "Yes"\ Responses\ in\ Goals\ 1\ through\ 8 / Number\ of\ Students\ 16\ or\ older * 100$

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CLEAR 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
CLOVERDALE UNIFIED School District

CDS Code	4970656	FMTA Region	3
District Name	CLOVERDALE UNIFIED	SELPA	4900 Sonoma County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
73.33	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
9.52%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	214	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLOVERDALE 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	123	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	78	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	184	74	40.2%	>49.2%	No
B. <40%		34	18.5%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLOVERDALE UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	17	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
229	230	99.6%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLOVERDALE UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
42	32	*	94.1%	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
CLOVERDALE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
190	18	134	*	12	89.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
57	57	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CLOVERDALE UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLOVIS UNIFIED School District

CDS Code	1062117	FMTA Region	3
District Name	CLOVIS UNIFIED	SELPA	1012 Clovis 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
57.89	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
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?
*	3,556	0.25	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLOVIS 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	*	50	NC	2.43%	No
Asian	NA	303	NC		
African American	NA	224	NC		
Hispanic	*	1,316	0.30		
Multi-Ethnic	NA	137	NC		
Pacific Islander	NA	*	NC		
White	*	1,520	0.26		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,918	1,715	58.8%	>49.2%	Yes
B. <40%		628	21.5%	<24.6%	Yes
C. Separate Schools		57	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLOVIS 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	390	182	46.7%	>32.9%	Yes
B. Separate		117	30.0%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	28	54	51.9%	72.7%	No
2. Functioning within age expectations	67	100	67.0%	82.1%	No
Outcome B					
1. Substantially Increased	34	61	55.7%	70.0%	No
2. Functioning within age expectations	62	100	62.0%	82.5%	No
Outcome C					
1. Substantially Increased	39	53	73.6%	75.0%	No
2. Functioning within age expectations	72	100	72.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,919	3,935	99.6%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLOVIS 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
616	424	187	98.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CLOVIS UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
70	*	59	*	*	93.7%	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
820	819	99.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CLOVIS UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	29	17	58.6%	52.30%	Yes
B. Higher Ed or Competitively Employed		21	72.4%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		29	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COACHELLA VALLEY UNIFIED School District

CDS Code	3373676	FMTA Region	2
District Name	COACHELLA VALLEY 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
67.23	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
1.33%	<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?
*	1,937	0.41	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COACHELLA VALLEY UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	*	*	NC		
Hispanic	*	1,874	0.37		
Multi-Ethnic	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%	1,729	556	32.2%	>49.2%	No
B. <40%		730	42.2%	<24.6%	No
C. Separate Schools		*	0.3%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COACHELLA 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	175	103	58.9%	>32.9%	Yes
B. Separate		63	36.0%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
1,857	1,871	99.3%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COACHELLA 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
336	246	88	99.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COACHELLA 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
408	44	323	14	23	98.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
375	375	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COACHELLA 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	52	23	44.2%	52.30%	No
B. Higher Ed or Competitively Employed		33	63.5%	72.4%	No
C. Any Post-Secondary Ed or Employed		52	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COALINGA/HURON JOINT UNIFIED School District

CDS Code	1062125	FMTA Region	3
District Name	COALINGA/HURON JOINT UNIFIED	SELPA	1001 Fresno County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
40.00	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
11.36%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	435	1.15	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COALINGA/HURON JOINT UNIFIED School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	*	356	1.40		
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%	369	237	64.2%	>49.2%	Yes
B. <40%		93	25.2%	<24.6%	No
C. Separate Schools		*	0.3%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COALINGA/HURON 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	53	49	92.5%	>32.9%	Yes
B. Separate		0	0.0%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	79	136	58.1%	72.7%	No
2. Functioning within age expectations	132	234	56.4%	82.1%	No
Outcome B					
1. Substantially Increased	87	151	57.6%	70.0%	No
2. Functioning within age expectations	118	234	50.4%	82.5%	No
Outcome C					
1. Substantially Increased	64	112	57.1%	75.0%	No
2. Functioning within age expectations	153	234	65.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
529	530	99.8%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COALINGA/HURON 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
101	92	*	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
COALINGA/HURON JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
232	*	193	*	20	98.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
76	76	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COALINGA/HURON JOINT UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COAST UNIFIED School District

CDS Code	4075465	FMTA Region	1
District Name	COAST UNIFIED	SELPA	4000 San Luis Obispo County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
100.00	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	97	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COAST 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	51	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	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%	78	44	56.4%	>49.2%	Yes
B. <40%		12	15.4%	<24.6%	Yes
C. Separate Schools		*	2.6%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COAST UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	11	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
96	97	99.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COAST UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
12	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COAST UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
24	24	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COAST UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COASTAL ACADEMY School District

CDS Code	0101071	FMTA Region	4
District Name	COASTAL 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	119	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COASTAL 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	26	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	81	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	107	93	86.9%	>49.2%	Yes
B. <40%		*	2.8%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COASTAL 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
164	164	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COASTAL 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
35	31	*	96.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COASTAL ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COASTAL ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COFFEE CREEK ELEMENTARY School District

CDS Code	5371670	FMTA Region	3
District Name	COFFEE CREEK ELEMENTARY	SELPA	5300 Trinity County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COFFEE 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	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COFFEE CREEK ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	*	NC	82.1%	NA
Outcome B					
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	*	NC	82.5%	NA
Outcome C					
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	*	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COFFEE 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
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
COFFEE CREEK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COFFEE CREEK ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLD SPRING ELEMENTARY School District

CDS Code	4269161	FMTA Region	1
District Name	COLD SPRING 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLD SPRING ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	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%	17	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLD SPRING 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	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLD SPRING 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
COLD SPRING ELEMENTARY School District

Calculation: $\text{Number of students assessed within 60 days} / (\text{students assessed} - \text{students delayed}) * 100$

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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: $\text{Students On Time Eligible} / (\text{Children Referred} - \text{On Time Ineligible} - \text{Parental Consent Refused} - 90 \text{ days}) * 100$

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

Calculation: $\text{Students with "Yes" Responses in Goals 1 through 8} / \text{Number of Students 16 or older} * 100$

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COLD SPRING ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLFAX ELEMENTARY School District

CDS Code	3166795	FMTA Region	4
District Name	COLFAX 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	93	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLFAX 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	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	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%	58	46	79.3%	>49.2%	Yes
B. <40%		*	13.8%	<24.6%	Yes
C. Separate Schools		*	5.2%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLFAX 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	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
68	68	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLFAX 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
COLFAX ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COLFAX ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLLEGE ELEMENTARY School District

CDS Code	4269179	FMTA Region	1
District Name	COLLEGE 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	66	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLLEGE 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	32	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%	53	36	67.9%	>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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLLEGE 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
70	70	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLLEGE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
12	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLLEGE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
238	33	181	*	14	97.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COLLEGE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLTON JOINT UNIFIED School District

CDS Code	3667686	FMTA Region	2
District Name	COLTON JOINT UNIFIED	SELPA	3602 East Valley Consortium

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
73.12	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	3,085	0.10	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLTON 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	35	NC	2.43%	No
Asian	NA	29	NC		
African American	*	276	NC		
Hispanic	*	2,433	NC		
Multi-Ethnic	NA	16	NC		
Pacific Islander	NA	*	NC		
White	*	286	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,450	1,638	66.9%	>49.2%	Yes
B. <40%		558	22.8%	<24.6%	Yes
C. Separate Schools		49	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLTON 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	209	131	62.7%	>32.9%	Yes
B. Separate		74	35.4%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	75	143	52.4%	72.7%	No
2. Functioning within age expectations	137	237	57.8%	82.1%	No
Outcome B					
1. Substantially Increased	66	134	49.3%	70.0%	No
2. Functioning within age expectations	131	237	55.3%	82.5%	No
Outcome C					
1. Substantially Increased	81	129	62.8%	75.0%	No
2. Functioning within age expectations	136	237	57.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,962	2,978	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLTON 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
487	214	272	99.5%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COLTON JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
127	15	51	16	45	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
638	638	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COLTON 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	92	43	46.7%	52.30%	No
B. Higher Ed or Competitively Employed		65	70.7%	72.4%	No
C. Any Post-Secondary Ed or Employed		69	75.0%	81.0%	No

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBIA ELEMENTARY School District

CDS Code	4569948	FMTA Region	3
District Name	COLUMBIA 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	130	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBIA 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	12	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	106	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	106	59	55.7%	>49.2%	Yes
B. <40%		15	14.2%	<24.6%	Yes
C. Separate Schools		*	2.8%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBIA ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	16	11	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
135	137	98.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBIA ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
31	20	*	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
COLUMBIA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
99	16	61	*	*	95.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COLUMBIA ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBIA UNION School District

CDS Code	5572348	FMTA Region	3
District Name	COLUMBIA UNION	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	82	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBIA 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	NA	NC		
Hispanic	NA	*	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%	66	42	63.6%	>49.2%	Yes
B. <40%		16	24.2%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBIA UNION School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	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
78	78	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBIA 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
18	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
COLUMBIA UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COLUMBIA UNION School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBINE ELEMENTARY School District

CDS Code	5471852	FMTA Region	4
District Name	COLUMBINE ELEMENTARY	SELPA	5400 Tulare County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBINE ELEMENTARY School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBINE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	107	42.1%	72.7%	No
2. Functioning within age expectations	50	143	35.0%	82.1%	No
Outcome B					
1. Substantially Increased	50	120	41.7%	70.0%	No
2. Functioning within age expectations	45	143	31.5%	82.5%	No
Outcome C					
1. Substantially Increased	42	99	42.4%	75.0%	No
2. Functioning within age expectations	66	143	46.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUMBINE 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
 COLUMBINE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
296	*	194	*	95	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COLUMBINE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUSA COUNTY SCHOOLS School District

CDS Code	0610066	FMTA Region	3
District Name	COLUSA COUNTY SCHOOLS	SELPA	0600 Colusa County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
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	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUSA COUNTY SCHOOLS School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	NA	NA	NC	>49.2%	NA
B. <40%		NA	NC	<24.6%	NA
C. Separate Schools		NA	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUSA 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	13	14	NC	82.1%	NA
Outcome B					
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	11	14	NC	82.5%	NA
Outcome C					
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	13	14	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUSA 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
COLUSA COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
20	*	14	NA	0	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COLUSA 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	20	*	30.0%	52.30%	No
B. Higher Ed or Competitively Employed		16	80.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		20	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUSA UNIFIED School District

CDS Code	0661598	FMTA Region	3
District Name	COLUSA UNIFIED	SELPA	0600 Colusa County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
58.33	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	211	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUSA 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	169	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	30	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	181	110	60.8%	>49.2%	Yes
B. <40%		*	3.3%	<24.6%	Yes
C. Separate Schools		*	2.8%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUSA 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	13	13	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	13	14	NC	82.1%	NA
Outcome B					
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	11	14	NC	82.5%	NA
Outcome C					
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	13	14	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
222	222	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUSA UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
42	33	*	97.1%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COLUSA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
20	*	14	NA	0	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
41	41	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COLUSA UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COMMUNITY SCHOOL FOR CREATIVE EDUCATION School District

CDS Code	0123968	FMTA Region	4
District Name	COMMUNITY SCHOOL FOR CREATIVE EDUCATION	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	34	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COMMUNITY SCHOOL FOR CREATIVE EDUCATION School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. 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	12	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	28	26	92.9%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COMMUNITY SCHOOL FOR CREATIVE EDUCATION School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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
40	40	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COMMUNITY SCHOOL FOR CREATIVE EDUCATION School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
 COMMUNITY SCHOOL FOR CREATIVE EDUCATION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COMMUNITY SCHOOL FOR CREATIVE EDUCATION School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COMPTON UNIFIED School District

CDS Code	1973437	FMTA Region	1
District Name	COMPTON UNIFIED	SELPA	1920 Compton 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
51.53	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
3.31%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	2,956	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COMPTON 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	966	NC		
Hispanic	NA	1,894	NC		
Multi-Ethnic	NA	51	NC		
Pacific Islander	NA	*	NC		
White	NA	27	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,306	1,140	49.4%	>49.2%	Yes
B. <40%		930	40.3%	<24.6%	No
C. Separate Schools		115	5.0%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COMPTON 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	117	60	51.3%	>32.9%	Yes
B. Separate		52	44.4%	<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	*	21	33.3%	72.7%	No
2. Functioning within age expectations	12	31	38.7%	82.1%	No
Outcome B					
1. Substantially Increased	*	24	37.5%	70.0%	No
2. Functioning within age expectations	*	31	29.0%	82.5%	No
Outcome C					
1. Substantially Increased	*	19	NC	75.0%	NA
2. Functioning within age expectations	15	31	48.4%	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
2,932	2,970	98.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COMPTON 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
466	296	153	94.6%	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
COMPTON UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
24	*	*	*	0	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
569	563	98.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COMPTON 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	54	22	40.7%	52.30%	No
B. Higher Ed or Competitively Employed		40	74.1%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		54	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CONEJO VALLEY UNIFIED School District

CDS Code	5673759	FMTA Region	1
District Name	CONEJO VALLEY UNIFIED	SELPA	5600 Ventura County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
90.10	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
4.74%	<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?
16	2,251	0.71	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CONEJO 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	19	NC	2.43%	Yes
Asian	*	113	NC		
African American	*	46	4.35		
Hispanic	*	703	0.28		
Multi-Ethnic	*	58	3.45		
Pacific Islander	NA	*	NC		
White	*	1,302	0.69		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,856	722	38.9%	>49.2%	No
B. <40%		272	14.7%	<24.6%	Yes
C. Separate Schools		56	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CONEJO 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	179	68	38.0%	>32.9%	Yes
B. Separate		23	12.8%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	241	362	66.6%	72.7%	No
2. Functioning within age expectations	383	593	64.6%	82.1%	No
Outcome B					
1. Substantially Increased	254	378	67.2%	70.0%	No
2. Functioning within age expectations	361	593	60.9%	82.5%	No
Outcome C					
1. Substantially Increased	240	336	71.4%	75.0%	No
2. Functioning within age expectations	389	593	65.6%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,342	2,354	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CONEJO 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
354	241	112	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
CONEJO 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
594	98	434	12	20	93.5%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
490	490	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CONEJO 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	36	23	63.9%	52.30%	Yes
B. Higher Ed or Competitively Employed		29	80.6%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		35	97.2%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CONTRA COSTA COUNTY SCHOOLS School District

CDS Code	0710074	FMTA Region	2
District Name	CONTRA COSTA COUNTY SCHOOLS	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
65.18	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
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	14	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CONTRA COSTA COUNTY SCHOOLS School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CONTRA COSTA COUNTY SCHOOLS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
13	13	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CONTRA COSTA COUNTY SCHOOLS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CONTRA COSTA COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CONTRA COSTA COUNTY SCHOOLS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		0	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORCORAN JOINT UNIFIED School District

CDS Code	1663891	FMTA Region	2
District Name	CORCORAN JOINT UNIFIED	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
30.00	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
27.03%	<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?
*	408	0.98	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORCORAN JOINT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	19	NC		
Hispanic	*	351	1.14		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	32	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	323	188	58.2%	>49.2%	Yes
B. <40%		87	26.9%	<24.6%	No
C. Separate Schools		*	2.2%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORCORAN JOINT UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	20	13	65.0%	>32.9%	Yes
B. Separate		*	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	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
370	375	98.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORCORAN 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
47	30	16	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
CORCORAN JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
79	79	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CORCORAN 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	23	*	30.4%	52.30%	No
B. Higher Ed or Competitively Employed		11	47.8%	72.4%	No
C. Any Post-Secondary Ed or Employed		22	95.7%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNERSTONE ACADEMY PREPARATORY School District

CDS Code	0121483	FMTA Region	3
District Name	CORNERSTONE ACADEMY PREPARATORY	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	21	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNERSTONE ACADEMY PREPARATORY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	12	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	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNERSTONE ACADEMY PREPARATORY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
22	22	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNERSTONE ACADEMY PREPARATORY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNERSTONE ACADEMY PREPARATORY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CORNERSTONE ACADEMY PREPARATORY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNING UNION ELEMENTARY School District

CDS Code	5271498	FMTA Region	4
District Name	CORNING UNION 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	254	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNING 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	128	NC		
Multi-Ethnic	NA	11	NC		
Pacific Islander	NA	NA	NC		
White	NA	109	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	191	128	67.0%	>49.2%	Yes
B. <40%		26	13.6%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNING 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	40	27	67.5%	>32.9%	Yes
B. Separate		*	17.5%	<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	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
296	299	99.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNING 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
76	66	*	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
CORNING UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
35	*	25	*	0	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CORNING UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNING UNION HIGH School District

CDS Code	5271506	FMTA Region	4
District Name	CORNING UNION HIGH	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
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
16.67%	<14.72%	No

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	90	95%	--	7.1	100	--
Math	95	95%	--	6.2	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?
*	110	2.73	2.43%	Yes

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNING UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	Yes
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	43	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	58	5.17		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	47	47.0%	>49.2%	No
B. <40%		16	16.0%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNING UNION HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	11	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
103	103	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORNING 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
CORNING UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
65	65	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CORNING UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORONADO UNIFIED School District

CDS Code	3768031	FMTA Region	2
District Name	CORONADO UNIFIED	SELPA	3704 South County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
95.12	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	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	393	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORONADO 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	66	NC		
Multi-Ethnic	NA	28	NC		
Pacific Islander	NA	NA	NC		
White	NA	285	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	309	170	55.0%	>49.2%	Yes
B. <40%		28	9.1%	<24.6%	Yes
C. Separate Schools		*	2.9%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORONADO UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	41	38	92.7%	>32.9%	Yes
B. Separate		*	4.9%	<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	121	218	55.5%	72.7%	No
2. Functioning within age expectations	213	368	57.9%	82.1%	No
Outcome B					
1. Substantially Increased	145	240	60.4%	70.0%	No
2. Functioning within age expectations	206	368	56.0%	82.5%	No
Outcome C					
1. Substantially Increased	138	201	68.7%	75.0%	No
2. Functioning within age expectations	236	368	64.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
418	418	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORONADO 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
65	39	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
CORONADO UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
249	36	168	14	22	94.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
63	63	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CORONADO 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	19	17	NC	52.30%	NA
B. Higher Ed or Competitively Employed		19	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORONA-NORCO UNIFIED School District

CDS Code	3367033	FMTA Region	2
District Name	CORONA-NORCO UNIFIED	SELPA	3311 Corona-Norco 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
82.93	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
6.79%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of 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	6,390	0.42	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORONA-NORCO UNIFIED School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	20	NC	2.43%	No
Asian	NA	329	NC		
African American	*	470	0.85		
Hispanic	18	3,642	0.49		
Multi-Ethnic	NA	93	NC		
Pacific Islander	NA	21	NC		
White	*	1,815	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%	5,569	2,713	48.7%	>49.2%	No
B. <40%		1,544	27.7%	<24.6%	No
C. Separate Schools		156	2.8%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORONA-NORCO 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	808	99	12.3%	>32.9%	No
B. Separate		585	72.4%	<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	71	101	70.3%	72.7%	No
2. Functioning within age expectations	165	225	73.3%	82.1%	No
Outcome B					
1. Substantially Increased	80	118	67.8%	70.0%	No
2. Functioning within age expectations	154	225	68.4%	82.5%	No
Outcome C					
1. Substantially Increased	62	95	65.3%	75.0%	No
2. Functioning within age expectations	164	225	72.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
7,718	7,719	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CORONA-NORCO UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
1,309	954	323	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
CORONA-NORCO UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
136	17	96	11	*	90.6%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
1,342	1,342	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CORONA-NORCO 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	55	41	74.5%	52.30%	Yes
B. Higher Ed or Competitively Employed		49	89.1%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		55	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COTATI-ROHNERT PARK UNIFIED School District

CDS Code	4973882	FMTA Region	3
District Name	COTATI-ROHNERT PARK UNIFIED	SELPA	4900 Sonoma County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
77.19	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
22.00%	<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?
NA	873	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COTATI-ROHNERT 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	25	NC		
African American	NA	28	NC		
Hispanic	NA	317	NC		
Multi-Ethnic	NA	41	NC		
Pacific Islander	NA	*	NC		
White	NA	457	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	706	348	49.3%	>49.2%	Yes
B. <40%		178	25.2%	<24.6%	No
C. Separate Schools		36	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 there was no data for 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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COTATI-ROHNERT 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	100	96	96.0%	>32.9%	Yes
B. Separate		*	3.0%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
928	929	99.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

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COTATI-ROHNERT 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
149	130	11	94.2%	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.

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COTATI-ROHNERT 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
190	18	134	*	12	89.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
171	169	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COTATI-ROHNERT 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	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COTTONWOOD UNION ELEMENTARY School District

CDS Code	4569955	FMTA Region	3
District Name	COTTONWOOD 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	133	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COTTONWOOD 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	16	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	101	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	106	44	41.5%	>49.2%	No
B. <40%		21	19.8%	<24.6%	Yes
C. Separate Schools		*	3.8%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COTTONWOOD UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	12	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
143	145	98.6%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COTTONWOOD UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
31	15	16	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COTTONWOOD UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
99	16	61	*	*	95.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COTTONWOOD UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COVINA-VALLEY UNIFIED School District

CDS Code	1964436	FMTA Region	1
District Name	COVINA-VALLEY UNIFIED	SELPA	1903 East San Gabriel Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
89.31	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
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?
NA	1,874	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COVINA-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	70	NC		
African American	NA	98	NC		
Hispanic	NA	1,487	NC		
Multi-Ethnic	NA	21	NC		
Pacific Islander	NA	*	NC		
White	NA	188	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,494	427	28.6%	>49.2%	No
B. <40%		350	23.4%	<24.6%	Yes
C. Separate Schools		58	3.9%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COVINA-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	152	34	22.4%	>32.9%	No
B. Separate		98	64.5%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
1,820	1,825	99.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COVINA-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
290	228	59	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
COVINA-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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
251	50	175	14	*	95.6%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
336	335	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COVINA-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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COX ACADEMY (0740) School District

CDS Code	6001788	FMTA Region	4
District Name	COX ACADEMY (0740)	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?
*	45	4.44	2.43%	Yes

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COX ACADEMY (0740) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	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	*	22	NC		
Hispanic	*	22	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%	33	27	81.8%	>49.2%	Yes
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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COX ACADEMY (0740) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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
48	48	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
COX ACADEMY (0740) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
COX ACADEMY (0740) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 COX ACADEMY (0740) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VALLEY PUBLIC CHARTER (1269) School District

CDS Code	0123273	FMTA Region	4
District Name	CRESCENT VALLEY PUBLIC CHARTER (1269)	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
15.79	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
34.29%	<14.72%	No

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	--	100	--
Math	100	95%	--	--	100	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	50	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VALLEY PUBLIC CHARTER (1269) School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	25	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	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%	55	53	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VALLEY PUBLIC CHARTER (1269) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. 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
91	91	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VALLEY PUBLIC CHARTER (1269) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
CRESCENT VALLEY PUBLIC CHARTER (1269) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
72	72	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CRESCENT VALLEY PUBLIC CHARTER (1269) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VIEW SOUTH CHARTER School District

CDS Code	0120535	FMTA Region	4
District Name	CRESCENT VIEW SOUTH 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
8.33	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
38.46%	<14.72%	No

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	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	65	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VIEW SOUTH 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	NA	NC		
African American	NA	*	NC		
Hispanic	NA	34	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	18	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VIEW SOUTH CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
55	55	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VIEW SOUTH 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
CRESCENT VIEW SOUTH CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
53	53	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CRESCENT VIEW SOUTH CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VIEW WEST CHARTER School District

CDS Code	0109991	FMTA Region	4
District Name	CRESCENT VIEW WEST 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
4.35	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
20.00%	<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	100	95%	--	--	100	--
Math	50	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?
*	41	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VIEW WEST 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	NA	NC		
African American	NA	*	NC		
Hispanic	NA	22	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	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%	34	32	94.1%	>49.2%	Yes
B. <40%		*	5.9%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VIEW WEST 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
46	46	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CRESCENT VIEW WEST 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
CRESCENT VIEW WEST CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CRESCENT VIEW WEST CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUCAMONGA ELEMENTARY School District

CDS Code	3667694	FMTA Region	2
District Name	CUCAMONGA ELEMENTARY	SELPA	3603 West End

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	388	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUCAMONGA 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	14	NC		
African American	NA	54	NC		
Hispanic	NA	259	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	52	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	301	141	46.8%	>49.2%	No
B. <40%		94	31.2%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUCAMONGA ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	56	23	41.1%	>32.9%	Yes
B. Separate		32	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	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
432	433	99.8%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUCAMONGA ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
88	80	*	98.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUCAMONGA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CUCAMONGA ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUUDEBACK UNION ELEMENTARY School District

CDS Code	1262737	FMTA Region	4
District Name	CUUDEBACK 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	17	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUUDEBACK 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	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%	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUUDEBACK 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
15	15	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUUDEBACK 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
CUUDEBACK UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
71	*	55	NA	*	93.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CUDDEBACK UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CULVER CITY UNIFIED School District

CDS Code	1964444	FMTA Region	1
District Name	CULVER CITY 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
79.07	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
3.45%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	645	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CULVER 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	NA	NC	2.43%	No
Asian	NA	34	NC		
African American	NA	121	NC		
Hispanic	NA	252	NC		
Multi-Ethnic	NA	30	NC		
Pacific Islander	NA	*	NC		
White	NA	206	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	525	255	48.6%	>49.2%	No
B. <40%		124	23.6%	<24.6%	Yes
C. Separate Schools		37	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CULVER 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	67	36	53.7%	>32.9%	Yes
B. Separate		31	46.3%	<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
649	651	99.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CULVER 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
124	85	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
 CULVER 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
107	106	99.1%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CULVER CITY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	24	15	62.5%	52.30%	Yes
B. Higher Ed or Competitively Employed		22	91.7%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		23	95.8%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUPERTINO UNION ELEMENTARY School District

CDS Code	4369419	FMTA Region	4
District Name	CUPERTINO UNION ELEMENTARY	SELPA	4302 Santa Clara Area II

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,486	0.13	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUPERTINO 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	677	NC		
African American	NA	23	NC		
Hispanic	NA	278	NC		
Multi-Ethnic	*	91	NC		
Pacific Islander	NA	*	NC		
White	*	414	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,192	661	55.5%	>49.2%	Yes
B. <40%		309	25.9%	<24.6%	No
C. Separate Schools		21	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUPERTINO 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	159	51	32.1%	>32.9%	No
B. Separate		105	66.0%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	35	59	59.3%	72.7%	No
2. Functioning within age expectations	53	92	57.6%	82.1%	No
Outcome B					
1. Substantially Increased	38	56	67.9%	70.0%	No
2. Functioning within age expectations	59	92	64.1%	82.5%	No
Outcome C					
1. Substantially Increased	36	47	76.6%	75.0%	Yes
2. Functioning within age expectations	65	92	70.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,501	1,503	99.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUPERTINO 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
415	319	96	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
CUPERTINO UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
59	15	37	*	0	90.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CUPERTINO UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CURTIS CREEK ELEMENTARY School District

CDS Code	5572355	FMTA Region	3
District Name	CURTIS CREEK 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	76	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CURTIS CREEK ELEMENTARY School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	58	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	60	28	46.7%	>49.2%	No
B. <40%		13	21.7%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CURTIS 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	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	*	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
87	87	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CURTIS 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
18	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
CURTIS CREEK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CURTIS CREEK ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUTLER-OROSI JOINT UNIFIED School District

CDS Code	5471860	FMTA Region	4
District Name	CUTLER-OROSI JOINT 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
76.92	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	222	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUTLER-OROSI JOINT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	NA	NC		
Hispanic	NA	210	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%	195	146	74.9%	>49.2%	Yes
B. <40%		30	15.4%	<24.6%	Yes
C. Separate Schools		*	4.6%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUTLER-OROSI 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	40	36	90.0%	>32.9%	Yes
B. Separate		*	7.5%	<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	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
280	280	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUTLER-OROSI 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
48	47	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUTLER-OROSI JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
47	47	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CUTLER-OROSI JOINT UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUTTEN ELEMENTARY School District

CDS Code	1262745	FMTA Region	4
District Name	CUTTEN 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	37	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUTTEN 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	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	23	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	33	29	87.9%	>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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUTTEN 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
43	44	97.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUTTEN 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	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
CUTTEN ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
71	*	55	NA	*	93.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CUTTEN ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUYAMA JOINT UNIFIED School District

CDS Code	4275010	FMTA Region	1
District Name	CUYAMA JOINT UNIFIED	SELPA	4200 Santa Barbara County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
100.00	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	42	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUYAMA JOINT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	29	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%	22	*	40.9%	>49.2%	No
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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUYAMA 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	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
38	38	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CUYAMA 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
CUYAMA JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CUYAMA 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CYPRESS ELEMENTARY School District

CDS Code	3066480	FMTA Region	1
District Name	CYPRESS ELEMENTARY	SELPA	3013 Greater Anaheim

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	359	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CYPRESS 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	78	NC		
African American	NA	15	NC		
Hispanic	NA	109	NC		
Multi-Ethnic	NA	25	NC		
Pacific Islander	NA	*	NC		
White	NA	128	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	274	170	62.0%	>49.2%	Yes
B. <40%		52	19.0%	<24.6%	Yes
C. Separate Schools		*	0.4%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CYPRESS 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	76	14	18.4%	>32.9%	No
B. Separate		53	69.7%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
427	427	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
CYPRESS 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
130	104	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
CYPRESS ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
120	12	94	*	*	94.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 CYPRESS ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DA VINCI DESIGN CHARTER HIGH SCHOOL School District

CDS Code	0119636	FMTA Region	1
District Name	DA VINCI DESIGN CHARTER HIGH SCHOOL	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
90.00	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	30.8	100	--
Math	100	95%	--	15.4	100	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	66	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DA VINCI DESIGN 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%	No
Asian	NA	*	NC		
African American	*	18	NC		
Hispanic	NA	25	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%	72	64	88.9%	>49.2%	Yes
B. <40%		*	1.4%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DA VINCI DESIGN 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	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
58	58	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DA VINCI DESIGN 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
DA VINCI DESIGN 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
243	22	197	11	*	95.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DA VINCI DESIGN 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DA VINCI SCIENCE CHARTER HIGH SCHOOL School District

CDS Code	0119016	FMTA Region	1
District Name	DA VINCI SCIENCE CHARTER HIGH SCHOOL	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. 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	100	95%	--	64.3	100	--
Math	100	95%	--	78.6	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	43	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DA VINCI SCIENCE 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%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	23	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%	40	32	80.0%	>49.2%	Yes
B. <40%		*	2.5%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DA VINCI SCIENCE 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	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
29	30	96.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DA VINCI SCIENCE 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
DA VINCI SCIENCE 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
243	22	197	11	*	95.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Calculation: $Students\ On\ Time\ Eligible / (Children\ Referred - On\ Time\ Ineligible - Parental\ Consent\ Refused - 90\ days) * 100$

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
24	24	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

Calculation: $Students\ with\ "Yes"\ Responses\ in\ Goals\ 1\ through\ 8 / Number\ of\ Students\ 16\ or\ older * 100$

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DA VINCI SCIENCE 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DARNALL CHARTER SCHOOL School District

CDS Code	6039457	FMTA Region	4
District Name	DARNALL 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?
*	92	2.17	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DARNALL 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%	Yes
Asian	NA	*	NC		
African American	*	22	9.09		
Hispanic	NA	54	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	71	57	80.3%	>49.2%	Yes
B. <40%		*	5.6%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DARNALL 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
97	97	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DARNALL 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
25	*	18	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DARNALL 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DARNALL 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DAVIS JOINT UNIFIED School District

CDS Code	5772678	FMTA Region	3
District Name	DAVIS JOINT UNIFIED	SELPA	5700 Yolo County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
82.35	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
7.69%	<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?
*	986	0.41	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DAVIS JOINT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	Yes
Asian	NA	75	NC		
African American	*	58	3.45		
Hispanic	NA	284	NC		
Multi-Ethnic	NA	45	NC		
Pacific Islander	NA	*	NC		
White	*	513	0.39		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	810	513	63.3%	>49.2%	Yes
B. <40%		71	8.8%	<24.6%	Yes
C. Separate Schools		20	2.5%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DAVIS 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	91	89	97.8%	>32.9%	Yes
B. Separate		*	1.1%	<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	30	54	55.6%	72.7%	No
2. Functioning within age expectations	60	98	61.2%	82.1%	No
Outcome B					
1. Substantially Increased	29	52	55.8%	70.0%	No
2. Functioning within age expectations	59	98	60.2%	82.5%	No
Outcome C					
1. Substantially Increased	30	52	57.7%	75.0%	No
2. Functioning within age expectations	62	98	63.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
998	998	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DAVIS 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
260	187	61	94.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DAVIS JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
89	11	70	*	*	94.6%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
199	199	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DAVIS 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	33	22	66.7%	52.30%	Yes
B. Higher Ed or Competitively Employed		28	84.8%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		33	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEATH VALLEY UNIFIED School District

CDS Code	1463271	FMTA Region	2
District Name	DEATH VALLEY UNIFIED	SELPA	1400 Inyo County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEATH 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%	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEATH 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	*	0	NC	>32.9%	NA
B. Separate		0	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	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
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEATH 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
*	*	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
DEATH 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
20	NA	11	*	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DEATH 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEHESA ELEMENTARY School District

CDS Code	3768049	FMTA Region	2
District Name	DEHESA 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	207	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEHESA 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	37	NC		
Multi-Ethnic	NA	16	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%	176	160	90.9%	>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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEHESA 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	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
249	249	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEHESA 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	34	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEHESA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
277	13	211	*	35	95.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DEHESA ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL MAR UNION School District

CDS Code	3768056	FMTA Region	2
District Name	DEL MAR UNION	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	718	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL MAR 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	114	NC		
African American	NA	*	NC		
Hispanic	NA	97	NC		
Multi-Ethnic	NA	47	NC		
Pacific Islander	NA	*	NC		
White	NA	453	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	549	413	75.2%	>49.2%	Yes
B. <40%		54	9.8%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL MAR 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	103	51	49.5%	>32.9%	Yes
B. Separate		31	30.1%	<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	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
848	850	99.8%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL MAR 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
254	218	36	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
DEL MAR UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DEL MAR UNION School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL NORTE COUNTY SCHOOLS School District

CDS Code	0810082	FMTA Region	4
District Name	DEL NORTE COUNTY SCHOOLS	SELPA	1200 Humboldt-Del Norte

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
68.29	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
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL NORTE 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL NORTE COUNTY SCHOOLS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	19	27	70.4%	72.7%	No
2. Functioning within age expectations	48	63	76.2%	82.1%	No
Outcome B					
1. Substantially Increased	21	28	75.0%	70.0%	Yes
2. Functioning within age expectations	48	63	76.2%	82.5%	No
Outcome C					
1. Substantially Increased	18	24	75.0%	75.0%	No
2. Functioning within age expectations	51	63	81.0%	79.0%	Yes

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL NORTE 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
DEL NORTE COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
71	*	55	NA	*	93.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DEL NORTE COUNTY SCHOOLS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL NORTE COUNTY UNIFIED School District

CDS Code	0861820	FMTA Region	4
District Name	DEL NORTE COUNTY UNIFIED	SELPA	1200 Humboldt-Del Norte

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
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
22.22%	<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?
*	685	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL NORTE 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	100	NC	2.43%	No
Asian	NA	27	NC		
African American	NA	*	NC		
Hispanic	NA	106	NC		
Multi-Ethnic	NA	22	NC		
Pacific Islander	NA	*	NC		
White	*	417	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	524	311	59.4%	>49.2%	Yes
B. <40%		101	19.3%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL NORTE 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	71	54	76.1%	>32.9%	Yes
B. Separate		*	9.9%	<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	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
634	636	99.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DEL NORTE 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
122	108	11	97.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DEL NORTE 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
71	*	55	NA	*	93.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
133	133	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DEL NORTE 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	28	*	25.0%	52.30%	No
B. Higher Ed or Competitively Employed		14	50.0%	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELANO JOINT UNION HIGH School District

CDS Code	1563412	FMTA Region	2
District Name	DELANO JOINT UNION HIGH	SELPA	1501 Kern County Consortium

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
51.52	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
2.15%	<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	100	95%	--	17.1	100	--
Math	98	95%	--	25	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	365	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELANO JOINT UNION HIGH School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	NA	337	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%	370	271	73.2%	>49.2%	Yes
B. <40%		72	19.5%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELANO JOINT UNION HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	130	236	55.1%	72.7%	No
2. Functioning within age expectations	215	386	55.7%	82.1%	No
Outcome B					
1. Substantially Increased	131	239	54.8%	70.0%	No
2. Functioning within age expectations	209	386	54.1%	82.5%	No
Outcome C					
1. Substantially Increased	134	215	62.3%	75.0%	No
2. Functioning within age expectations	237	386	61.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
400	406	98.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELANO JOINT UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
26	17	*	85.0%	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
DELANO JOINT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
237	237	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DELANO JOINT UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	60	28	46.7%	52.30%	No
B. Higher Ed or Competitively Employed		39	65.0%	72.4%	No
C. Any Post-Secondary Ed or Employed		60	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELANO UNION ELEMENTARY School District

CDS Code	1563404	FMTA Region	2
District Name	DELANO 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	787	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELANO 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	42	NC		
African American	NA	*	NC		
Hispanic	NA	718	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	18	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	633	259	40.9%	>49.2%	No
B. <40%		80	12.6%	<24.6%	Yes
C. Separate Schools		*	0.3%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELANO 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	103	58	56.3%	>32.9%	Yes
B. Separate		13	12.6%	<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
842	848	99.3%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELANO 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
165	110	47	93.2%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELANO UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
303	45	168	*	27	74.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DELANO UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELHI UNIFIED School District

CDS Code	2475366	FMTA Region	4
District Name	DELHI UNIFIED	SELPA	2400 Merced County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
52.38	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	330	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELHI 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	*	259	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	49	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	301	150	49.8%	>49.2%	Yes
B. <40%		76	25.2%	<24.6%	No
C. Separate Schools		16	5.3%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELHI 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	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	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
356	359	99.2%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELHI 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	42	57	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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELHI UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
130	NA	106	*	11	96.4%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
77	77	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DELHI UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELPHIC ELEMENTARY School District

CDS Code	4770227	FMTA Region	4
District Name	DELPHIC ELEMENTARY	SELPA	4700 Siskiyou County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELPHIC ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELPHIC 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
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELPHIC 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
DELPHIC ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
15	NA	12	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DELPHIC ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELTA CHARTER HIGH SCHOOL School District

CDS Code	4430187	FMTA Region	3
District Name	DELTA CHARTER HIGH SCHOOL	SELPA	4401 North Santa Cruz County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
71.43	69.25	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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	25	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELTA 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	*	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	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%	20	19	95.0%	>49.2%	Yes
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELTA 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	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
25	25	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELTA 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
*	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DELTA 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 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
30	*	22	*	*	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
24	24	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DELTA 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DENAIR UNIFIED School District

CDS Code	5071068	FMTA Region	4
District Name	DENAIR UNIFIED	SELPA	5001 Stanislaus County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
68.97	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	197	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DENAIR 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	92	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	92	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	135	97	71.9%	>49.2%	Yes
B. <40%		15	11.1%	<24.6%	Yes
C. Separate Schools		*	4.4%	<4.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DENAIR UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	14	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	86	157	54.8%	72.7%	No
2. Functioning within age expectations	153	259	59.1%	82.1%	No
Outcome B					
1. Substantially Increased	88	155	56.8%	70.0%	No
2. Functioning within age expectations	152	259	58.7%	82.5%	No
Outcome C					
1. Substantially Increased	104	149	69.8%	75.0%	No
2. Functioning within age expectations	164	259	63.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
187	187	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DENAIR 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
24	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
DENAIR UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
182	20	137	13	*	95.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
56	56	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DENAIR UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT CENTER UNIFIED School District

CDS Code	3367041	FMTA Region	2
District Name	DESERT CENTER 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
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT CENTER 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	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NC	>49.2%	NA
B. <40%		0	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT CENTER 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	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
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT CENTER 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
 DESERT CENTER UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
408	44	323	14	23	98.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DESERT CENTER UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT SANDS CHARTER School District

CDS Code	1996537	FMTA Region	4
District Name	DESERT SANDS 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
11.43	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
24.26%	<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	84	95%	--	10	100	--
Math	84	95%	--	5.3	100	--

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “--” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	363	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT SANDS 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	113	NC		
Hispanic	NA	161	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	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%	289	275	95.2%	>49.2%	Yes
B. <40%		*	2.1%	<24.6%	Yes
C. Separate Schools		*	0.3%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT SANDS 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
412	421	97.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT SANDS CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
14	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
DESERT SANDS CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
396	396	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DESERT SANDS CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT SANDS UNIFIED School District

CDS Code	3367058	FMTA Region	2
District Name	DESERT SANDS 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
74.17	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
2.08%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	3,225	0.19	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT SANDS UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	27	NC		
African American	NA	75	NC		
Hispanic	*	2,442	0.25		
Multi-Ethnic	NA	47	NC		
Pacific Islander	NA	*	NC		
White	NA	620	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,807	1,324	47.2%	>49.2%	No
B. <40%		912	32.5%	<24.6%	No
C. Separate Schools		23	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT SANDS 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	243	95	39.1%	>32.9%	Yes
B. Separate		128	52.7%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	275	484	56.8%	72.7%	No
2. Functioning within age expectations	439	793	55.4%	82.1%	No
Outcome B					
1. Substantially Increased	296	506	58.5%	70.0%	No
2. Functioning within age expectations	443	793	55.9%	82.5%	No
Outcome C					
1. Substantially Increased	274	430	63.7%	75.0%	No
2. Functioning within age expectations	495	793	62.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,278	3,321	98.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT SANDS 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
512	393	101	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
 DESERT SANDS UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
408	44	323	14	23	98.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
658	657	99.8%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DESERT SANDS 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	136	84	61.8%	52.30%	Yes
B. Higher Ed or Competitively Employed		107	78.7%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		136	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT TRAILS PREPARATORY ACADEMY School District

CDS Code	6111918	FMTA Region	2
District Name	DESERT TRAILS PREPARATORY ACADEMY	SELPA	3651 Desert/Mountain Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	38	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT TRAILS 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	21	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	31	*	9.7%	>49.2%	No
B. <40%		0	0.0%	<24.6%	Yes
C. Separate Schools		28	90.3%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT TRAILS 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	*	*	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
44	44	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DESERT TRAILS 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
19	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
DESERT TRAILS PREPARATORY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DESERT TRAILS PREPARATORY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DI GIORGIO ELEMENTARY School District

CDS Code	1563420	FMTA Region	2
District Name	DI GIORGIO 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	18	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DI GIORGIO ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	14	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	*	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	12	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DI GIORGIO 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	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
18	18	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DI GIORGIO 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
DI GIORGIO ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
303	45	168	*	27	74.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DI GIORGIO ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO HILLS CHARTER School District

CDS Code	0119990	FMTA Region	4
District Name	DIEGO HILLS 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
9.43	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
38.84%	<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	94	95%	--	--	100	--
Math	82	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	181	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO HILLS 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	NA	NC		
African American	NA	47	NC		
Hispanic	NA	94	NC		
Multi-Ethnic	NA	12	NC		
Pacific Islander	NA	*	NC		
White	NA	26	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	116	112	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO HILLS 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
245	245	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO HILLS 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
DIEGO HILLS CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
218	218	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DIEGO HILLS 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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO SPRINGS ACADEMY School District

CDS Code	0131144	FMTA Region	4
District Name	DIEGO SPRINGS ACADEMY	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	NA	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO SPRINGS ACADEMY School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	NA	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	NA	NA	NC	>49.2%	NA
B. <40%		NA	NC	<24.6%	NA
C. Separate Schools		NA	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO SPRINGS 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
24	24	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO SPRINGS 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
DIEGO SPRINGS ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
21	21	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DIEGO SPRINGS ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO VALLEY PUBLIC School District

CDS Code	0124271	FMTA Region	4
District Name	DIEGO VALLEY PUBLIC	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
6.25	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
59.52%	<14.72%	No

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100	95%	--	--	100	--
Math	80	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	160	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO VALLEY PUBLIC School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	*	NC		
African American	NA	35	NC		
Hispanic	NA	72	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	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%	123	111	90.2%	>49.2%	Yes
B. <40%		*	3.3%	<24.6%	Yes
C. Separate Schools		*	4.1%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO VALLEY PUBLIC School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>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
207	210	98.6%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIEGO VALLEY PUBLIC School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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
DIEGO VALLEY PUBLIC School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
191	191	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DIEGO VALLEY PUBLIC School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DINUBA UNIFIED School District

CDS Code	5475531	FMTA Region	4
District Name	DINUBA 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
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
5.56%	<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	384	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DINUBA 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	340	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	*	NC		
White	NA	36	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	334	241	72.2%	>49.2%	Yes
B. <40%		31	9.3%	<24.6%	Yes
C. Separate Schools		12	3.6%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DINUBA 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	32	27	84.4%	>32.9%	Yes
B. Separate		*	3.1%	<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	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
433	433	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DINUBA 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
59	57	*	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
 DINUBA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
98	98	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DINUBA 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	15	11	NC	52.30%	NA
B. Higher Ed or Competitively Employed		14	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		15	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIXIE ELEMENTARY School District

CDS Code	2165318	FMTA Region	2
District Name	DIXIE 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	364	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIXIE 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	29	NC		
Hispanic	NA	78	NC		
Multi-Ethnic	NA	22	NC		
Pacific Islander	NA	NA	NC		
White	NA	207	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	274	173	63.1%	>49.2%	Yes
B. <40%		31	11.3%	<24.6%	Yes
C. Separate Schools		31	11.3%	<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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIXIE 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	24	85.7%	>32.9%	Yes
B. Separate		*	14.3%	<34.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
345	347	99.4%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIXIE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
99	67	30	97.1%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIXIE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
102	20	71	*	*	95.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DIXIE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIXON UNIFIED School District

CDS Code	4870532	FMTA Region	3
District Name	DIXON 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
58.33	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
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?
*	437	0.46	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIXON 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	20	NC		
Hispanic	NA	256	NC		
Multi-Ethnic	NA	16	NC		
Pacific Islander	NA	NA	NC		
White	*	136	1.47		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	379	263	69.4%	>49.2%	Yes
B. <40%		41	10.8%	<24.6%	Yes
C. Separate Schools		15	4.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIXON UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	62	31	50.0%	>32.9%	Yes
B. Separate		12	19.4%	<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	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
502	506	99.2%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIXON UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
97	77	18	97.5%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DIXON UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
89	88	98.9%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DIXON UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOS PALOS ORO LOMA JOINT UNIFIED School District

CDS Code	2475317	FMTA Region	4
District Name	DOS PALOS ORO LOMA JOINT UNIFIED	SELPA	2400 Merced County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
92.59	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
8.00%	<14.72%	Yes

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	296	1.01	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOS PALOS ORO LOMA JOINT UNIFIED School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	Yes
Asian	NA	*	NC		
African American	NA	*	NC		
Hispanic	*	209	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	*	72	2.78		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	227	100	44.1%	>49.2%	No
B. <40%		49	21.6%	<24.6%	Yes
C. Separate Schools		*	0.4%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOS PALOS ORO LOMA 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	32	21	65.6%	>32.9%	Yes
B. Separate		11	34.4%	<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	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
308	310	99.4%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOS PALOS ORO LOMA 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
64	55	*	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
DOS PALOS ORO LOMA JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
53	53	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DOS PALOS ORO LOMA 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	21	*	42.9%	52.30%	No
B. Higher Ed or Competitively Employed		17	81.0%	72.4%	Yes
C. Any Post-Secondary Ed or Employed		21	100.0%	81.0%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOUGLAS CITY ELEMENTARY School District

CDS Code	5371696	FMTA Region	3
District Name	DOUGLAS CITY ELEMENTARY	SELPA	5300 Trinity County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	13	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOUGLAS CITY ELEMENTARY School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	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%	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOUGLAS CITY ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	*	NC	82.1%	NA
Outcome B					
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	*	NC	82.5%	NA
Outcome C					
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	*	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
12	12	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOUGLAS 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
*	*	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
DOUGLAS CITY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DOUGLAS CITY ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOWNEY UNIFIED School District

CDS Code	1964451	FMTA Region	1
District Name	DOWNEY UNIFIED	SELPA	1902 Downey-Montebello

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
79.13	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
7.89%	<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	3,166	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOWNEY 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	54	NC		
African American	NA	176	NC		
Hispanic	NA	2,659	NC		
Multi-Ethnic	NA	13	NC		
Pacific Islander	NA	*	NC		
White	NA	242	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,648	976	36.9%	>49.2%	No
B. <40%		956	36.1%	<24.6%	No
C. Separate Schools		72	2.7%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOWNEY 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	273	219	80.2%	>32.9%	Yes
B. Separate		41	15.0%	<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	75	130	57.7%	72.7%	No
2. Functioning within age expectations	82	174	47.1%	82.1%	No
Outcome B					
1. Substantially Increased	72	133	54.1%	70.0%	No
2. Functioning within age expectations	76	174	43.7%	82.5%	No
Outcome C					
1. Substantially Increased	83	127	65.4%	75.0%	No
2. Functioning within age expectations	86	174	49.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,369	3,398	99.1%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DOWNEY 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
509	350	140	94.9%	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
 DOWNEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
100	18	48	26	*	87.3%	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
607	607	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DOWNEY UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	14	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		14	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DR. LEWIS DOLPHIN STALLWORTH SR. CHARTER School District

CDS Code	0117853	FMTA Region	4
District Name	DR. LEWIS DOLPHIN STALLWORTH SR. CHARTER	SELPA	0951 El Dorado County Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	18	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DR. LEWIS DOLPHIN STALLWORTH SR. CHARTER School District

- B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	*	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	NA	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	31	26	83.9%	>49.2%	Yes
B. <40%		*	6.5%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DR. LEWIS DOLPHIN STALLWORTH SR. CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>32.9%	NA
B. Separate		*	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B					
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C					
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
46	47	97.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DR. LEWIS DOLPHIN STALLWORTH SR. CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
11	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DR. LEWIS DOLPHIN STALLWORTH SR. CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DR. LEWIS DOLPHIN STALLWORTH SR. CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DRY CREEK JOINT ELEMENTARY School District

CDS Code	3166803	FMTA Region	4
District Name	DRY CREEK JOINT 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	865	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DRY CREEK JOINT ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	*	NC	2.43%	No
Asian	NA	63	NC		
African American	NA	59	NC		
Hispanic	NA	165	NC		
Multi-Ethnic	NA	50	NC		
Pacific Islander	NA	*	NC		
White	NA	523	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	656	380	57.9%	>49.2%	Yes
B. <40%		70	10.7%	<24.6%	Yes
C. Separate Schools		11	1.7%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DRY CREEK JOINT ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	103	66	64.1%	>32.9%	Yes
B. Separate		31	30.1%	<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	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
922	925	99.7%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DRY CREEK JOINT ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
206	126	74	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
DRY CREEK JOINT ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
148	16	116	*	*	97.5%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DRY CREEK JOINT ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUARTE UNIFIED School District

CDS Code	1964469	FMTA Region	1
District Name	DUARTE 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
97.14	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	556	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUARTE 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	24	NC		
African American	NA	47	NC		
Hispanic	NA	393	NC		
Multi-Ethnic	NA	25	NC		
Pacific Islander	NA	NA	NC		
White	NA	67	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	463	229	49.5%	>49.2%	Yes
B. <40%		150	32.4%	<24.6%	No
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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUARTE 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	60	*	15.0%	>32.9%	No
B. Separate		24	40.0%	<34.4%	No

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
596	599	99.5%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUARTE UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
81	67	*	91.8%	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
DUARTE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
98	97	99.0%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DUARTE 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
DUBLIN UNIFIED School District

CDS Code	0175093	FMTA Region	4
District Name	DUBLIN UNIFIED	SELPA	0114 Tri-Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
61.54	69.25	No

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
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	636	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUBLIN 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	173	NC		
African American	NA	75	NC		
Hispanic	NA	134	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	*	NC		
White	NA	240	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
 B. Inside regular class less than 40% of the day
 C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	555	319	57.5%	>49.2%	Yes
B. <40%		143	25.8%	<24.6%	No
C. Separate Schools		24	4.3%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUBLIN 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	96	31	32.3%	>32.9%	No
B. Separate		38	39.6%	<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	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
701	709	98.9%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUBLIN UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
163	136	22	96.5%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUBLIN UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
104	102	98.1%	100%	No

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DUBLIN 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
DUCOR UNION ELEMENTARY School District

CDS Code	5471894	FMTA Region	4
District Name	DUCOR UNION ELEMENTARY	SELPA	5400 Tulare County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUCOR 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUCOR UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	45	107	42.1%	72.7%	No
2. Functioning within age expectations	50	143	35.0%	82.1%	No
Outcome B					
1. Substantially Increased	50	120	41.7%	70.0%	No
2. Functioning within age expectations	45	143	31.5%	82.5%	No
Outcome C					
1. Substantially Increased	42	99	42.4%	75.0%	No
2. Functioning within age expectations	66	143	46.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
12	12	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUCOR 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
DUCOR UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
296	*	194	*	95	100.0%	100%	Yes

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DUCOR UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNHAM ELEMENTARY School District

CDS Code	4970672	FMTA Region	3
District Name	DUNHAM ELEMENTARY	SELPA	4900 Sonoma County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
NC	69.25	NA

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<14.72%	NA

Data Source: AYP Data <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	100	NA
Math	NC	95%	NA	NC	100	NA

Data Source: AYP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as “Met” due to Safe Harbor.
<http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp>

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

- A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	25	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNHAM ELEMENTARY School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	NA
Asian	NA	NA	NC		
African American	NA	NA	NC		
Hispanic	NA	*	NC		
Multi-Ethnic	NA	NA	NC		
Pacific Islander	NA	NA	NC		
White	NA	15	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	21	*	28.6%	>49.2%	No
B. <40%		*	9.5%	<24.6%	Yes
C. Separate Schools		0	0.0%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNHAM ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	87	122	71.3%	72.7%	No
2. Functioning within age expectations	199	271	73.4%	82.1%	No
Outcome B					
1. Substantially Increased	79	122	64.8%	70.0%	No
2. Functioning within age expectations	194	271	71.6%	82.5%	No
Outcome C					
1. Substantially Increased	86	119	72.3%	75.0%	No
2. Functioning within age expectations	202	271	74.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
24	24	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNHAM 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
DUNHAM ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
190	18	134	*	12	89.3%	100%	No

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DUNHAM ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNSMUIR ELEMENTARY School District

CDS Code	4770243	FMTA Region	4
District Name	DUNSMUIR 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	20	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNSMUIR 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	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%	*	*	NC	>49.2%	NA
B. <40%		*	NC	<24.6%	NA
C. Separate Schools		0	NC	<4.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNSMUIR 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
15	16	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNSMUIR 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
DUNSMUIR ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
15	NA	12	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DUNSMUIR ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	52.30%	NA
B. Higher Ed or Competitively Employed		NA	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNSMUIR JOINT UNION HIGH School District

CDS Code	4770250	FMTA Region	4
District Name	DUNSMUIR JOINT UNION HIGH	SELPA	4700 Siskiyou County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
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	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	*	NC	2.43%	NA

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNSMUIR JOINT UNION HIGH School District

B. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.43%	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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNSMUIR JOINT UNION HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>32.9%	NA
B. Separate		NA	NC	<34.4%	NA

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	11	NC	72.7%	NA
2. Functioning within age expectations	*	17	NC	82.1%	NA
Outcome B					
1. Substantially Increased	*	11	NC	70.0%	NA
2. Functioning within age expectations	*	17	NC	82.5%	NA
Outcome C					
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	17	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DUNSMUIR JOINT UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
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
DUNSMUIR JOINT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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 there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
 DUNSMUIR JOINT UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DURHAM UNIFIED School District

CDS Code	0461432	FMTA Region	3
District Name	DURHAM 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
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	98	NC	2.43%	No

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DURHAM 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	30	NC		
Multi-Ethnic	NA	*	NC		
Pacific Islander	NA	NA	NC		
White	NA	59	NC		

Data Source: June 2014 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- A. Inside of the regular class 80% or more of the day
- B. Inside regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	77	41	53.2%	>49.2%	Yes
B. <40%		13	16.9%	<24.6%	Yes
C. Separate Schools		*	2.6%	<4.4%	Yes

Data Source: December 2014 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2014–15 District Level Special Education Annual Performance Report Measure for
DURHAM 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
103	103	100.0%	>90%	Yes

Data Source: June 2015 CASEMIS Submission Items District of Accountability and Parent Input

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2014–15 District Level Special Education Annual Performance Report Measure for
DURHAM UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Emotional Disturbance	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Intellectual Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Other Health Impairments	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Specific Learning Disability	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro
Speech/Language Impairment	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro	Not Dispro

Data Source: CALPADS and December 2014 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
12	*	*	NC	100%	NA

Data Source: June 2015 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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2014–15 District Level Special Education Annual Performance Report Measure for
DURHAM UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
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
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*

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2014–15 District Level Special Education Annual Performance Report Measure for
 DURHAM UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

- A. enrolled in higher education,
- B. enrolled in higher education or competitively employed,
- C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	52.30%	NA
B. Higher Ed or Competitively Employed		*	NC	72.4%	NA
C. Any Post-Secondary Ed or Employed		*	NC	81.0%	NA

Data Source: June 2015 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.