2012–13 District Level Special Education Annual Performance Report Measure for EARLIMART ELEMENTARY School District

CDS Code	5471902	FMTA Region	2
District Name	EARLIMART 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	20.4%	89.2%	--
Math	100%	95%	--	24.1%	89.5%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	72	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EARLIMART ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	66	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	67	53	79.1%	>76%	Yes
B. <40%		*	6.0%	<9%	Yes
C. Separate Schools		*	7.5%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EARLIMART ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	41	112	36.6%	72.7%	No
2. Functioning within age expectations	72	162	44.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	44	119	37.0%	70.0%	No
2. Functioning within age expectations	67	162	41.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	58	116	50.0%	75.0%	No
2. Functioning within age expectations	79	162	48.8%	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
94	94	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EARLIMART ELEMENTARY School District

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
16	16	0	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EARLIMART ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
407	0	402	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EARLIMART ELEMENTARY School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST NICOLAUS JOINT UNION HIGH School District

CDS Code	5171373	FMTA Region	4
District Name	EAST NICOLAUS JOINT UNION HIGH	SELPA	5100 Sutter County

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

Graduation Rate	Target	Target Met
90.0	95.89	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
10.0	<22.1%	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%	--	--%	88.9%	--
Math	NC%	95%	--	--%	88.7%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	25	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST NICOLAUS JOINT UNION HIGH School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	16	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (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	*	31.0%	>76%	No
B. <40%		*	3.4%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST NICOLAUS 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	32	43.8%	72.7%	No
2. Functioning within age expectations	33	57	57.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	19	34	55.9%	70.0%	No
2. Functioning within age expectations	33	57	57.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	16	27	59.3%	75.0%	No
2. Functioning within age expectations	35	57	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
31	31	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST NICOLAUS 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?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST NICOLAUS JOINT UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
55	11	33	11	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals 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	13	65.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST NICOLAUS 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST SIDE UNION HIGH School District

CDS Code	4369427	FMTA Region	4
District Name	EAST SIDE UNION HIGH	SELPA	4311 Southeast Consortium

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

Graduation Rate	Target	Target Met
56.0	80.10	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
18.1	<22.1%	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	91%	95%	No	17.9%	89.0%	No
Math	94%	95%	Yes - Alt	20.5%	89.1%	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?
*	3,142	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST SIDE UNION HIGH School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	16	NC	2.54%	No
Asian	0	493	NC		
African American	*	192	NC		
Hispanic	0	1,985	NC		
Multi-Ethnic	0	43	NC		
Pacific Islander	0	22	NC		
White	0	391	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,827	929	32.9%	>76%	No
B. <40%		1,093	38.7%	<9%	No
C. Separate Schools		169	6.0%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST SIDE 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	131	212	61.8%	72.7%	No
2. Functioning within age expectations	171	307	55.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	129	206	62.6%	70.0%	No
2. Functioning within age expectations	177	307	57.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	124	185	67.0%	75.0%	No
2. Functioning within age expectations	195	307	63.5%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,595	2,609	99.5%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST SIDE 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?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
113	50	61	96.2%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST SIDE UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
252	52	184	15	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
2011	1758	87.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST SIDE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	403	0	NC	50%	No
B. Higher Ed or Competitively Employed		0	NC	65%	No
C. Any Post-Secondary Ed or Employed		0	NC	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST WHITTIER CITY ELEMENTARY School District

CDS Code	1964485	FMTA Region	1
District Name	EAST WHITTIER CITY ELEMENTARY	SELPA	1918 Whittier Area Co-op

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

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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	41.1%	89.2%	No
Math	98%	95%	Yes	43.5%	89.5%	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?
0	1,264	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST WHITTIER CITY ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	33	NC		
African American	0	18	NC		
Hispanic	0	1,004	NC		
Multi-Ethnic	0	13	NC		
Pacific Islander	0	*	NC		
White	0	192	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	887	382	43.1%	>76%	No
B. <40%		175	19.7%	<9%	No
C. Separate Schools		27	3.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST WHITTIER CITY ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	157	52	33.1%	>40.9%	No
B. Separate		84	53.5%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	73	68.5%	72.7%	No
2. Functioning within age expectations	89	130	68.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	44	70	62.9%	70.0%	No
2. Functioning within age expectations	85	130	65.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	52	69	75.4%	75.0%	Yes
2. Functioning within age expectations	90	130	69.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,214	1,222	99.3%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST WHITTIER CITY ELEMENTARY School District

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
214	169	45	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST WHITTIER CITY ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
170	17	142	*	99.3%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EAST WHITTIER CITY ELEMENTARY School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTERN SIERRA UNIFIED School District

CDS Code	2673668	FMTA Region	2
District Name	EASTERN SIERRA UNIFIED	SELPA	2600 Mono County

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

Graduation Rate	Target	Target Met
100.0	94.44	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
0.0	<22.1%	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%	--	27.0%	89.0%	--
Math	96%	95%	--	21.1%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	113	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTERN SIERRA UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	18	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	31	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	57	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	79	40	50.6%	>76%	No
B. <40%		*	12.7%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTERN SIERRA UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	0	0	NC	72.7%	NA
2. Functioning within age expectations	*	*	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	0	0	NC	70.0%	NA
2. Functioning within age expectations	*	*	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	0	0	NC	75.0%	NA
2. Functioning within age expectations	*	*	NC	79.0%	NA

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
114	114	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTERN SIERRA UNIFIED School District

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
23	17	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for
EASTERN SIERRA UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
*	*	*	0	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTERN SIERRA UNIFIED School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTSIDE UNION ELEMENTARY School District

CDS Code	1964477	FMTA Region	1
District Name	EASTSIDE UNION ELEMENTARY	SELPA	1911 Antelope Valley

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

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	21.7%	89.2%	No
Math	99%	95%	Yes	23.1%	89.5%	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?
*	442	1.1%	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTSIDE UNION ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	Yes
Asian	0	*	NC		
African American	*	152	2.6%		
Hispanic	*	210	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	67	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	285	132	46.3%	>76%	No
B. <40%		118	41.4%	<9%	No
C. Separate Schools		*	1.4%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTSIDE UNION ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	49	20	40.8%	>40.9%	No
B. Separate		26	53.1%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	78	122	63.9%	72.7%	No
2. Functioning within age expectations	110	197	55.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	79	125	63.2%	70.0%	No
2. Functioning within age expectations	110	197	55.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	76	98	77.6%	75.0%	Yes
2. Functioning within age expectations	142	197	72.1%	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
453	456	99.3%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTSIDE 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?	NA	NA	Not Dis	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
92	69	23	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTSIDE UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
129	17	62	50	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EASTSIDE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EDISON ELEMENTARY School District

CDS Code	1563438	FMTA Region	2
District Name	EDISON ELEMENTARY	SELPA	1501 Kern County

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

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	25.7%	89.2%	--
Math	94%	95%	--	34.3%	89.5%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	109	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EDISON ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	72	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	33	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	84	54	64.3%	>76%	No
B. <40%		16	19.0%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EDISON ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	238	57.1%	72.7%	No
2. Functioning within age expectations	246	410	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	141	259	54.4%	70.0%	No
2. Functioning within age expectations	225	410	54.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	136	205	66.3%	75.0%	No
2. Functioning within age expectations	268	410	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
85	88	96.6%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EDISON ELEMENTARY School District

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EDISON ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
335	28	277	27	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EDISON ELEMENTARY School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EL CENTRO ELEMENTARY School District

CDS Code	1363123	FMTA Region	5
District Name	EL CENTRO ELEMENTARY	SELPA	1300 Imperial County

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

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	Yes	33.5%	89.2%	No
Math	100%	95%	Yes	36.6%	89.5%	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?
*	706	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EL CENTRO ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	*	656	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	26	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	505	183	36.2%	>76%	No
B. <40%		179	35.4%	<9%	No
C. Separate Schools		14	2.8%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EL CENTRO ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	101	73	72.3%	>40.9%	Yes
B. Separate		25	24.8%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	80	55.0%	72.7%	No
2. Functioning within age expectations	49	111	44.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	40	81	49.4%	70.0%	No
2. Functioning within age expectations	51	111	45.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	62	61.3%	75.0%	No
2. Functioning within age expectations	61	111	55.0%	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
740	741	99.9%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EL CENTRO ELEMENTARY School District

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
177	137	40	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EL CENTRO ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
103	*	98	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EL CENTRO ELEMENTARY School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO COUNTY SCHOOLS School District

CDS Code	0910090	FMTA Region	4
District Name	EL DORADO COUNTY SCHOOLS	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.

Graduation Rate	Target	Target Met
68.7	89.87	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
12.3	<22.1%	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%	--	24.1%	89.0%	--
Math	92%	95%	--	14.3%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	153	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO COUNTY SCHOOLS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	51	NC		
Hispanic	0	63	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	29	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	30	*	13.3%	>76%	No
B. <40%		*	3.3%	<9%	Yes
C. Separate Schools		25	83.3%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	38	71.1%	72.7%	No
2. Functioning within age expectations	49	70	70.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	24	35	68.6%	70.0%	No
2. Functioning within age expectations	47	70	67.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	18	27	66.7%	75.0%	No
2. Functioning within age expectations	51	70	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
96	97	99.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO 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?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
12	11	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for
EL DORADO COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
51	*	49	0	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
92	90	97.8%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	44	*	4.5%	50%	No
B. Higher Ed or Competitively Employed		*	15.9%	65%	No
C. Any Post-Secondary Ed or Employed		13	29.5%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO UNION HIGH School District

CDS Code	0961853	FMTA Region	4
District Name	EL DORADO UNION HIGH	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.

Graduation Rate	Target	Target Met
67.7	94.87	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
11.4	<22.1%	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	88%	95%	No	20.9%	88.9%	No
Math	95%	95%	Yes	33.3%	88.7%	Yes - Alt

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
11	788	1.4%	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO UNION HIGH School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	15	NC	2.54%	Yes
Asian	0	14	NC		
African American	0	26	NC		
Hispanic	*	103	2.9%		
Multi-Ethnic	0	13	NC		
Pacific Islander	0	*	NC		
White	*	609	1.3%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	705	423	60.0%	>76%	No
B. <40%		128	18.2%	<9%	No
C. Separate Schools		32	4.5%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	38	71.1%	72.7%	No
2. Functioning within age expectations	49	70	70.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	24	35	68.6%	70.0%	No
2. Functioning within age expectations	47	70	67.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	18	27	66.7%	75.0%	No
2. Functioning within age expectations	51	70	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
768	768	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO 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?	NA	NA	Not Dis	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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	29	11	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
51	*	49	0	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
513	498	97.1%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EL DORADO 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	153	56	36.6%	50%	No
B. Higher Ed or Competitively Employed		92	60.1%	65%	No
C. Any Post-Secondary Ed or Employed		110	71.9%	69%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE CITY ELEMENTARY School District

CDS Code	1964501	FMTA Region	1
District Name	EL MONTE CITY ELEMENTARY	SELPA	1908 West San Gabriel Valley

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

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	37.2%	89.2%	No
Math	99%	95%	Yes	33.8%	89.5%	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?
0	1,094	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE CITY ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	113	NC		
African American	0	*	NC		
Hispanic	0	917	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	50	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	747	480	64.3%	>76%	No
B. <40%		129	17.3%	<9%	No
C. Separate Schools		25	3.3%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE 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	204	125	61.3%	>40.9%	Yes
B. Separate		42	20.6%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	112	175	64.0%	72.7%	No
2. Functioning within age expectations	173	273	63.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	126	181	69.6%	70.0%	No
2. Functioning within age expectations	171	273	62.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	115	160	71.9%	75.0%	No
2. Functioning within age expectations	177	273	64.8%	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
1,055	1,069	98.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE 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?	NA	Not Dis	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
210	180	28	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE CITY ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
241	37	175	28	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE UNION HIGH School District

CDS Code	1964519	FMTA Region	1
District Name	EL MONTE UNION HIGH	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.

Graduation Rate	Target	Target Met
60.7	85.58	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
11.1	<22.1%	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	99%	95%	Yes	14.0%	88.9%	No
Math	99%	95%	Yes	20.4%	88.7%	Yes - Alt

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	1,085	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE UNION HIGH School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	95	NC		
African American	0	19	NC		
Hispanic	0	894	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	70	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	973	411	42.2%	>76%	No
B. <40%		221	22.7%	<9%	No
C. Separate Schools		67	6.9%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	112	175	64.0%	72.7%	No
2. Functioning within age expectations	173	273	63.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	126	181	69.6%	70.0%	No
2. Functioning within age expectations	171	273	62.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	115	160	71.9%	75.0%	No
2. Functioning within age expectations	177	273	64.8%	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
995	998	99.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE 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?	NA	Not Dis	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
41	27	14	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
241	37	175	28	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
685	490	71.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EL MONTE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	134	12	9.0%	50%	No
B. Higher Ed or Competitively Employed		42	31.3%	65%	No
C. Any Post-Secondary Ed or Employed		92	68.7%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EL NIDO ELEMENTARY School District

CDS Code	2465680	FMTA Region	2
District Name	EL NIDO ELEMENTARY	SELPA	2400 Merced County

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

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	11	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EL NIDO ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EL NIDO ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	53	75	70.7%	72.7%	No
2. Functioning within age expectations	62	107	57.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	48	78	61.5%	70.0%	No
2. Functioning within age expectations	55	107	51.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	45	61	73.8%	75.0%	No
2. Functioning within age expectations	69	107	64.5%	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
12	12	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EL NIDO ELEMENTARY School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EL NIDO ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
104	*	100	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EL NIDO ELEMENTARY School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EL RANCHO UNIFIED School District

CDS Code	1964527	FMTA Region	1
District Name	EL RANCHO UNIFIED	SELPA	1918 Whittier Area Co-op

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

Graduation Rate	Target	Target Met
58.2	87.72	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
13.4	<22.1%	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	33.0%	89.0%	No
Math	98%	95%	Yes	35.8%	89.1%	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?
0	1,204	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EL RANCHO UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	1,139	NC		
Multi-Ethnic	0	13	NC		
Pacific Islander	0	0	NC		
White	0	38	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	918	426	46.4%	>76%	No
B. <40%		300	32.7%	<9%	No
C. Separate Schools		47	5.1%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EL RANCHO 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	38	32.5%	>40.9%	No
B. Separate		61	52.1%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	73	68.5%	72.7%	No
2. Functioning within age expectations	89	130	68.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	44	70	62.9%	70.0%	No
2. Functioning within age expectations	85	130	65.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	52	69	75.4%	75.0%	Yes
2. Functioning within age expectations	90	130	69.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,188	1,204	98.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EL RANCHO 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?	NA	NA	NA	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
197	151	46	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EL RANCHO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
170	17	142	*	99.3%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
222	159	71.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EL RANCHO 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	45	11	24.4%	50%	No
B. Higher Ed or Competitively Employed		18	40.0%	65%	No
C. Any Post-Secondary Ed or Employed		26	57.8%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EL SEGUNDO UNIFIED School District

CDS Code	1964535	FMTA Region	1
District Name	EL SEGUNDO UNIFIED	SELPA	1907 Southwest Serv Area

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

Graduation Rate	Target	Target Met
95.5	94.67	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
0.0	<22.1%	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	59.3%	89.0%	Yes - Alt
Math	98%	95%	Yes	51.9%	89.1%	Yes - Alt

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	367	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EL SEGUNDO UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	26	NC		
African American	0	12	NC		
Hispanic	0	79	NC		
Multi-Ethnic	0	22	NC		
Pacific Islander	0	0	NC		
White	0	226	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	275	184	66.9%	>76%	No
B. <40%		17	6.2%	<9%	Yes
C. Separate Schools		*	3.3%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EL SEGUNDO UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	43	35	81.4%	>40.9%	Yes
B. Separate		*	2.3%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	168	256	65.6%	72.7%	No
2. Functioning within age expectations	349	498	70.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	175	267	65.5%	70.0%	No
2. Functioning within age expectations	340	498	68.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	163	245	66.5%	75.0%	No
2. Functioning within age expectations	362	498	72.7%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
355	357	99.4%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EL SEGUNDO 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?	NA	Not Dis	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
71	55	16	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EL SEGUNDO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
268	22	215	31	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
68	52	76.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EL SEGUNDO 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	15	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EL TEJON UNIFIED School District

CDS Code	1575168	FMTA Region	2
District Name	EL TEJON UNIFIED	SELPA	1501 Kern County

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

Graduation Rate	Target	Target Met
91.7	77.78	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
8.3	<22.1%	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	70%	95%	--	25.0%	89.0%	--
Math	99%	95%	--	18.8%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	171	1.8%	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EL TEJON UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	44	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	119	2.5%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (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	64	52.5%	>76%	No
B. <40%		18	14.8%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EL TEJON 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	12	NC	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	238	57.1%	72.7%	No
2. Functioning within age expectations	246	410	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	141	259	54.4%	70.0%	No
2. Functioning within age expectations	225	410	54.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	136	205	66.3%	75.0%	No
2. Functioning within age expectations	268	410	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
158	159	99.4%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EL TEJON 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
27	14	12	93.3%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EL TEJON UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
335	28	277	27	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
26	18	69.2%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EL TEJON 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ELEANOR ROOSEVELT COMMUNITY LEARNING CENTER School District

CDS Code	6119291	FMTA Region	4
District Name	ELEANOR ROOSEVELT COMMUNITY LEARNING CENTER	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	53.3%	89.2%	--
Math	100%	95%	--	31.3%	89.5%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	37	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ELEANOR ROOSEVELT COMMUNITY LEARNING CENTER School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	30	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	34	33	97.1%	>76%	Yes
B. <40%		*	2.9%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ELEANOR ROOSEVELT COMMUNITY LEARNING CENTER School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
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 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ELEANOR ROOSEVELT COMMUNITY LEARNING CENTER School District

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for
ELEANOR ROOSEVELT COMMUNITY LEARNING CENTER School District

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

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

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

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ELEANOR ROOSEVELT COMMUNITY LEARNING CENTER School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK GROVE UNIFIED School District

CDS Code	3467314	FMTA Region	4
District Name	ELK GROVE UNIFIED	SELPA	3411 Elk Grove 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.

Graduation Rate	Target	Target Met
66.8	86.31	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
10.9	<22.1%	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	34.8%	89.0%	No
Math	97%	95%	Yes	34.9%	89.1%	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?
*	8,184	0.0%	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK GROVE UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	64	NC	2.54%	No
Asian	0	1,056	NC		
African American	*	2,253	NC		
Hispanic	0	2,227	NC		
Multi-Ethnic	0	604	NC		
Pacific Islander	0	75	NC		
White	*	1,905	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	6,084	3,235	53.2%	>76%	No
B. <40%		1,080	17.8%	<9%	No
C. Separate Schools		465	7.6%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK GROVE 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	581	302	52.0%	>40.9%	Yes
B. Separate		165	28.4%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	62	71.0%	72.7%	No
2. Functioning within age expectations	80	114	70.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	49	65	75.4%	70.0%	Yes
2. Functioning within age expectations	80	114	70.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	35	47	74.5%	75.0%	No
2. Functioning within age expectations	87	114	76.3%	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
7,287	7,352	99.1%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK GROVE 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 Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
1,277	851	399	96.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK GROVE UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
94	12	66	14	97.1%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
1789	1323	74.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK GROVE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	157	85	54.1%	50%	Yes
B. Higher Ed or Competitively Employed		119	75.8%	65%	Yes
C. Any Post-Secondary Ed or Employed		151	96.2%	69%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK HILLS ELEMENTARY School District

CDS Code	1563446	FMTA Region	2
District Name	ELK HILLS ELEMENTARY	SELPA	1501 Kern County

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

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	15.4%	89.2%	--
Math	100%	95%	--	23.1%	89.5%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK HILLS ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK HILLS ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	238	57.1%	72.7%	No
2. Functioning within age expectations	246	410	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	141	259	54.4%	70.0%	No
2. Functioning within age expectations	225	410	54.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	136	205	66.3%	75.0%	No
2. Functioning within age expectations	268	410	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 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK HILLS ELEMENTARY School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK HILLS ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
335	28	277	27	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ELK HILLS ELEMENTARY School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ELKINS ELEMENTARY School District

CDS Code	5271514	FMTA Region	4
District Name	ELKINS 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC%	95%	--	--%	89.2%	--
Math	NC%	95%	--	--%	89.5%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ELKINS ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ELKINS ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	16	20	80.0%	72.7%	Yes
2. Functioning within age expectations	24	35	68.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	16	21	76.2%	70.0%	Yes
2. Functioning within age expectations	23	35	65.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	13	15	NC	75.0%	NA
2. Functioning within age expectations	29	35	82.9%	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 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ELKINS ELEMENTARY School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ELKINS ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
20	*	15	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ELKINS ELEMENTARY School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ELVERTA JOINT ELEMENTARY School District

CDS Code	3467322	FMTA Region	4
District Name	ELVERTA JOINT ELEMENTARY	SELPA	3401 Sacramento County

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

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	25.0%	89.2%	--
Math	100%	95%	--	25.0%	89.5%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	41	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ELVERTA JOINT ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	29	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (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	28	80.0%	>76%	Yes
B. <40%		*	8.6%	<9%	Yes
C. Separate Schools		*	2.9%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ELVERTA JOINT ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	60	116	51.7%	72.7%	No
2. Functioning within age expectations	105	193	54.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	68	126	54.0%	70.0%	No
2. Functioning within age expectations	105	193	54.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	77	126	61.1%	75.0%	No
2. Functioning within age expectations	112	193	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
48	48	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ELVERTA 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?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ELVERTA JOINT ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
220	20	190	*	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ELVERTA 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EMERY UNIFIED School District

CDS Code	0161168	FMTA Region	3
District Name	EMERY UNIFIED	SELPA	0112 North Region

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

Graduation Rate	Target	Target Met
100.0	73.17	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
0.0	<22.1%	Yes

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	90%	95%	--	22.0%	89.0%	--
Math	100%	95%	--	28.3%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	88	2.3%	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EMERY UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	Yes
Asian	0	*	NC		
African American	0	49	NC		
Hispanic	*	29	6.9%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	62	38	61.3%	>76%	No
B. <40%		*	6.5%	<9%	Yes
C. Separate Schools		*	1.6%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EMERY 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	23	60.9%	72.7%	No
2. Functioning within age expectations	39	54	72.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	13	23	56.5%	70.0%	No
2. Functioning within age expectations	35	54	64.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	17	23	73.9%	75.0%	No
2. Functioning within age expectations	38	54	70.4%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
81	81	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EMERY 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?	NA	NA	Not Dis	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EMERY UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
67	*	59	*	98.3%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals 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	17	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EMERY 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for EMPIRE UNION ELEMENTARY School District

CDS Code	5071076	FMTA Region	2
District Name	EMPIRE UNION ELEMENTARY	SELPA	5001 Stanislaus County

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

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	36.0%	89.2%	No
Math	99%	95%	Yes	39.4%	89.5%	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?
*	527	0.6%	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for EMPIRE UNION ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	21	NC		
African American	0	35	NC		
Hispanic	*	276	0.7%		
Multi-Ethnic	0	21	NC		
Pacific Islander	0	*	NC		
White	*	171	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (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	196	57.0%	>76%	No
B. <40%		107	31.1%	<9%	No
C. Separate Schools		13	3.8%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for EMPIRE 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	54	37	68.5%	>40.9%	Yes
B. Separate		13	24.1%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	78	145	53.8%	72.7%	No
2. Functioning within age expectations	120	228	52.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	81	152	53.3%	70.0%	No
2. Functioning within age expectations	119	228	52.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	85	130	65.4%	75.0%	No
2. Functioning within age expectations	140	228	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
511	512	99.8%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for EMPIRE 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?	NA	NA	Not Dis	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
116	81	35	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for EMPIRE UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
155	24	113	18	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for EMPIRE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ENCINITAS UNION ELEMENTARY School District

CDS Code	3768080	FMTA Region	5
District Name	ENCINITAS UNION 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	61.3%	89.2%	No
Math	98%	95%	Yes	60.1%	89.5%	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?
0	789	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ENCINITAS UNION ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	18	NC		
African American	0	*	NC		
Hispanic	0	209	NC		
Multi-Ethnic	0	34	NC		
Pacific Islander	0	*	NC		
White	0	518	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	531	361	68.0%	>76%	No
B. <40%		61	11.5%	<9%	No
C. Separate Schools		*	0.4%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ENCINITAS 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	94	93	98.9%	>40.9%	Yes
B. Separate		*	1.1%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	221	61.5%	72.7%	No
2. Functioning within age expectations	275	421	65.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	142	211	67.3%	70.0%	No
2. Functioning within age expectations	284	421	67.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	150	200	75.0%	75.0%	No
2. Functioning within age expectations	300	421	71.3%	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
822	824	99.8%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ENCINITAS 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?	NA	NA	NA	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
264	128	136	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ENCINITAS UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
219	18	187	13	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ENCINITAS 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ENTERPRISE ELEMENTARY School District

CDS Code	4569971	FMTA Region	4
District Name	ENTERPRISE 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	Yes	30.2%	89.2%	No
Math	100%	95%	Yes	42.3%	89.5%	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?
0	548	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ENTERPRISE ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	22	NC	2.54%	No
Asian	0	18	NC		
African American	0	15	NC		
Hispanic	0	98	NC		
Multi-Ethnic	0	25	NC		
Pacific Islander	0	*	NC		
White	0	369	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	364	204	56.0%	>76%	No
B. <40%		86	23.6%	<9%	No
C. Separate Schools		12	3.3%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ENTERPRISE ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	98	64	65.3%	>40.9%	Yes
B. Separate		21	21.4%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	46	56.5%	72.7%	No
2. Functioning within age expectations	59	88	67.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	29	47	61.7%	70.0%	No
2. Functioning within age expectations	57	88	64.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	22	35	62.9%	75.0%	No
2. Functioning within age expectations	64	88	72.7%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
576	577	99.8%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ENTERPRISE ELEMENTARY School District

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
160	118	42	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for
ENTERPRISE ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
98	13	70	15	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ENTERPRISE ELEMENTARY School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL CHARTER HIGH School District

CDS Code	1996438	FMTA Region	1
District Name	ENVIRONMENTAL CHARTER 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.

Graduation Rate	Target	Target Met
88.9	77.38	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
11.1	<22.1%	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	50%	95%	--	--%	88.9%	--
Math	100%	95%	--	--%	88.7%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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	2.54%	NA

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL CHARTER HIGH School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.54%	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 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	19	17	NA	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	168	256	65.6%	72.7%	No
2. Functioning within age expectations	349	498	70.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	175	267	65.5%	70.0%	No
2. Functioning within age expectations	340	498	68.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	163	245	66.5%	75.0%	No
2. Functioning within age expectations	362	498	72.7%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
21	21	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL 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?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL CHARTER HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
268	22	215	31	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
14	13	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL CHARTER MIDDLE SCHOOL School District

CDS Code	0121772	FMTA Region	1
District Name	ENVIRONMENTAL CHARTER MIDDLE 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	8.0%	89.2%	--
Math	100%	95%	--	12.0%	89.5%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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	2.54%	NA

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL CHARTER MIDDLE SCHOOL School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.54%	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 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		NA	NC	<9%	NA
C. Separate Schools		NA	NC	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL CHARTER MIDDLE SCHOOL School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	168	256	65.6%	72.7%	No
2. Functioning within age expectations	349	498	70.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	175	267	65.5%	70.0%	No
2. Functioning within age expectations	340	498	68.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	163	245	66.5%	75.0%	No
2. Functioning within age expectations	362	498	72.7%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
27	27	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL CHARTER MIDDLE SCHOOL School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL CHARTER MIDDLE SCHOOL School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
268	22	215	31	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVIRONMENTAL CHARTER MIDDLE SCHOOL School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION ACADEMY FOR ARTS AND TECHNOLOGY - OAKLAND School District

CDS Code	0112607	FMTA Region	4
District Name	ENVISION ACADEMY FOR ARTS AND TECHNOLOGY - OAKLAND	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
100.0	77.42	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
0.0	<22.1%	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%	--	--%	88.9%	--
Math	100%	95%	--	--%	88.7%	--

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for
ENVISION ACADEMY FOR ARTS AND TECHNOLOGY - OAKLAND School District

*	47	NC	2.54%	No

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	*	24	NC		
Hispanic	0	14	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	31	30	96.8%	>76%	Yes
B. <40%		*	3.2%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION ACADEMY FOR ARTS AND TECHNOLOGY - OAKLAND School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
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	Total Responses	Percent Positive	Target This Year	Target Met

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

2012–13 District Level Special Education Annual Performance Report Measure for
ENVISION ACADEMY FOR ARTS AND TECHNOLOGY - OAKLAND School District

Responses		Involvement		
28	28	100.0%	>90%	Yes

Data Source: June 2013 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?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

2012–13 District Level Special Education Annual Performance Report Measure for
ENVISION ACADEMY FOR ARTS AND TECHNOLOGY - OAKLAND School District

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

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

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

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals 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	18	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION ACADEMY FOR ARTS AND TECHNOLOGY - OAKLAND School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	12	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		12	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION CITY ARTS AND TECHNOLOGY HS SAN FRAN School District

CDS Code	0107300	FMTA Region	4
District Name	ENVISION CITY ARTS AND TECHNOLOGY HS SAN FRAN	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
81.8	82.02	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
9.1	<22.1%	Yes

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	13.6%	88.9%	--
Math	100%	95%	--	18.2%	88.7%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	74	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION CITY ARTS AND TECHNOLOGY HS SAN FRAN School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	18	NC		
Hispanic	0	45	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	61	60	98.4%	>76%	Yes
B. <40%		*	1.6%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION CITY ARTS AND TECHNOLOGY HS SAN FRAN School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
66	66	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION CITY ARTS AND TECHNOLOGY HS SAN FRAN School District

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for
ENVISION CITY ARTS AND TECHNOLOGY HS SAN FRAN School District

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

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

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

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
37	36	97.3%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION CITY ARTS AND TECHNOLOGY HS SAN FRAN School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	11	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		11	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION IMPACT ACADEMY OF ARTS AND TECHNOLOGY School District

CDS Code	0113902	FMTA Region	4
District Name	ENVISION IMPACT ACADEMY OF ARTS AND TECHNOLOGY	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
100.0	90.91	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
0.0	<22.1%	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%	--	18.2%	88.9%	--
Math	100%	95%	--	16.7%	88.7%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	46	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION IMPACT ACADEMY OF ARTS AND TECHNOLOGY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	14	NC		
Hispanic	0	14	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	16	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	38	38	100.0%	>76%	Yes
B. <40%		0	0.0%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION IMPACT ACADEMY OF ARTS AND TECHNOLOGY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
45	45	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION IMPACT ACADEMY OF ARTS AND TECHNOLOGY School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for
ENVISION IMPACT ACADEMY OF ARTS AND TECHNOLOGY School District

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

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

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

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
28	26	92.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION IMPACT ACADEMY OF ARTS AND TECHNOLOGY School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION METRO ARTS AND TECH HS SAN FRAN School District

CDS Code	0109769	FMTA Region	4
District Name	ENVISION METRO ARTS AND TECH HS SAN FRAN	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
25.0	53.85	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
0.0	<22.1%	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%	--	--%	88.9%	--
Math	100%	95%	--	--%	88.7%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	25	8.0%	2.54%	Yes

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION METRO ARTS AND TECH HS SAN FRAN School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	*	*	NC		
Hispanic	0	13	NC		
Multi-Ethnic	*	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (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	18	90.0%	>76%	Yes
B. <40%		*	5.0%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION METRO ARTS AND TECH HS SAN FRAN School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
23	23	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION METRO ARTS AND TECH HS SAN FRAN School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION METRO ARTS AND TECH HS SAN FRAN School District

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

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

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

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
14	14	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ENVISION METRO ARTS AND TECH HS SAN FRAN School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCALON UNIFIED School District

CDS Code	3968502	FMTA Region	2
District Name	ESCALON UNIFIED	SELPA	3901 San Joaquin County

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

Graduation Rate	Target	Target Met
89.5	92.65	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
5.3	<22.1%	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%	89.0%	No
Math	98%	95%	Yes	30.5%	89.1%	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?
*	332	0.6%	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCALON UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	*	176	NC		
Multi-Ethnic	0	12	NC		
Pacific Islander	0	*	NC		
White	*	132	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	262	109	41.6%	>76%	No
B. <40%		41	15.6%	<9%	No
C. Separate Schools		*	1.1%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCALON UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	24	16	66.7%	>40.9%	Yes
B. Separate		*	16.7%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	90	152	59.2%	72.7%	No
2. Functioning within age expectations	149	244	61.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	86	144	59.7%	70.0%	No
2. Functioning within age expectations	148	244	60.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	62	103	60.2%	75.0%	No
2. Functioning within age expectations	173	244	70.9%	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
268	271	98.9%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCALON 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
60	43	17	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCALON UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
184	13	158	12	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals 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	36	76.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCALON 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	13	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO UNION ELEMENTARY School District

CDS Code	3768098	FMTA Region	5
District Name	ESCONDIDO UNION ELEMENTARY	SELPA	3703 North Inland

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

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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	34.0%	89.2%	No
Math	99%	95%	Yes	34.9%	89.5%	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?
0	2,559	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO UNION ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	12	NC	2.54%	No
Asian	0	73	NC		
African American	0	97	NC		
Hispanic	0	1,603	NC		
Multi-Ethnic	0	105	NC		
Pacific Islander	0	*	NC		
White	0	662	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,809	1,153	63.7%	>76%	No
B. <40%		303	16.7%	<9%	No
C. Separate Schools		*	0.2%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO 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	350	172	49.1%	>40.9%	Yes
B. Separate		115	32.9%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	73	60.3%	72.7%	No
2. Functioning within age expectations	105	148	70.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	53	77	68.8%	70.0%	No
2. Functioning within age expectations	103	148	69.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	49	64	76.6%	75.0%	Yes
2. Functioning within age expectations	110	148	74.3%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,714	2,729	99.5%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO 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?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
685	426	259	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
85	*	73	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO UNION HIGH School District

CDS Code	3768106	FMTA Region	5
District Name	ESCONDIDO UNION HIGH	SELPA	3703 North Inland

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

Graduation Rate	Target	Target Met
66.1	84.34	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
9.8	<22.1%	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	99%	95%	Yes	22.1%	88.9%	No
Math	99%	95%	Yes	24.8%	88.7%	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?
18	1,038	1.7%	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO UNION HIGH School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	Yes
Asian	0	24	NC		
African American	*	70	2.9%		
Hispanic	12	604	2.0%		
Multi-Ethnic	0	31	NC		
Pacific Islander	0	*	NC		
White	*	299	1.3%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	826	343	41.5%	>76%	No
B. <40%		248	30.0%	<9%	No
C. Separate Schools		67	8.1%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	73	60.3%	72.7%	No
2. Functioning within age expectations	105	148	70.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	53	77	68.8%	70.0%	No
2. Functioning within age expectations	103	148	69.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	49	64	76.6%	75.0%	Yes
2. Functioning within age expectations	110	148	74.3%	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
942	944	99.8%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO 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?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of 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	25	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
85	*	73	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals 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	596	98.2%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ESCONDIDO 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	125	44	35.2%	50%	No
B. Higher Ed or Competitively Employed		79	63.2%	65%	No
C. Any Post-Secondary Ed or Employed		98	78.4%	69%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ESPARTO UNIFIED School District

CDS Code	5772686	FMTA Region	3
District Name	ESPARTO 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.

Graduation Rate	Target	Target Met
57.1	87.63	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

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

Percent Dropped Out	Target	Target Met
42.9	<22.1%	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	99%	95%	--	23.4%	89.0%	--
Math	88%	95%	--	35.3%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	141	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for ESPARTO UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	91	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	39	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (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	89	84.0%	>76%	Yes
B. <40%		*	7.5%	<9%	Yes
C. Separate Schools		*	2.8%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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

2012–13 District Level Special Education Annual Performance Report Measure for ESPARTO 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	57	73.7%	72.7%	Yes
2. Functioning within age expectations	72	107	67.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	45	63	71.4%	70.0%	Yes
2. Functioning within age expectations	71	107	66.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	49	77.6%	75.0%	Yes
2. Functioning within age expectations	81	107	75.7%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
113	113	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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

2012–13 District Level Special Education Annual Performance Report Measure for ESPARTO 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

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

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
29	*	21	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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

2012–13 District Level Special Education Annual Performance Report Measure for ESPARTO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
101	12	87	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
26	14	53.8%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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

2012–13 District Level Special Education Annual Performance Report Measure for ESPARTO 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

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

2012–13 District Level Special Education Annual Performance Report Measure for ETIWANDA ELEMENTARY School District

CDS Code	3667702	FMTA Region	5
District Name	ETIWANDA 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	55.3%	89.2%	No
Math	100%	95%	Yes	59.1%	89.5%	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?
*	2,090	0.2%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ETIWANDA ELEMENTARY School District

KK. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	147	NC		
African American	*	288	1.0%		
Hispanic	0	941	NC		
Multi-Ethnic	*	120	NC		
Pacific Islander	0	*	NC		
White	0	583	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,531	1,007	65.8%	>76%	No
B. <40%		286	18.7%	<9%	No
C. Separate Schools		28	1.8%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ETIWANDA ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	211	159	75.4%	>40.9%	Yes
B. Separate		39	18.5%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	122	189	64.6%	72.7%	No
2. Functioning within age expectations	183	303	60.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	119	184	64.7%	70.0%	No
2. Functioning within age expectations	186	303	61.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	125	169	74.0%	75.0%	No
2. Functioning within age expectations	205	303	67.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,020	2,028	99.6%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ETIWANDA ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
498	384	111	99.2%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ETIWANDA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
240	21	199	17	98.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ETIWANDA ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA CITY UNIFIED School District

CDS Code	1275515	FMTA Region	4
District Name	EUREKA CITY 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.

Graduation Rate	Target	Target Met
63.9	90.45	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
19.4	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	35.9%	89.0%	No
Math	97%	95%	Yes	38.0%	89.1%	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?
*	778	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA CITY UNIFIED School District

LL. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	69	NC	2.54%	No
Asian	0	44	NC		
African American	0	33	NC		
Hispanic	*	129	NC		
Multi-Ethnic	0	41	NC		
Pacific Islander	0	*	NC		
White	0	453	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	543	290	53.4%	>76%	No
B. <40%		86	15.8%	<9%	No
C. Separate Schools		41	7.6%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA 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	100	57	57.0%	>40.9%	Yes
B. Separate		19	19.0%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	67	65.7%	72.7%	No
2. Functioning within age expectations	60	99	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	60	60.0%	70.0%	No
2. Functioning within age expectations	63	99	63.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	46	65.2%	75.0%	No
2. Functioning within age expectations	73	99	73.7%	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
710	712	99.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA 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 Dis	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	79	20	97.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA CITY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
61	*	59	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
135	112	83.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA UNION ELEMENTARY School District

CDS Code	3166829	FMTA Region	4
District Name	EUREKA UNION ELEMENTARY	SELPA	3100 Placer County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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	55.5%	89.2%	No
Math	98%	95%	Yes	50.6%	89.5%	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?
0	439	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA UNION ELEMENTARY School District

MM. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	26	NC		
African American	0	*	NC		
Hispanic	0	49	NC		
Multi-Ethnic	0	30	NC		
Pacific Islander	0	0	NC		
White	0	324	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	330	224	67.9%	>76%	No
B. <40%		41	12.4%	<9%	No
C. Separate Schools		*	2.1%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA 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	54	19	35.2%	>40.9%	No
B. Separate		30	55.6%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	52	81	64.2%	72.7%	No
2. Functioning within age expectations	152	200	76.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	52	77	67.5%	70.0%	No
2. Functioning within age expectations	159	200	79.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	55	80	68.8%	75.0%	No
2. Functioning within age expectations	154	200	77.0%	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
444	455	97.6%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA 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?	NA	Not Dis	NA	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	70	31	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
177	20	146	*	99.3%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EUREKA 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN ELEMENTARY School District

CDS Code	4369435	FMTA Region	4
District Name	EVERGREEN ELEMENTARY	SELPA	4311 Southeast Consortium

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	42.7%	89.2%	No
Math	99%	95%	Yes	41.9%	89.5%	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?
0	1,344	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN ELEMENTARY School District

NN. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	540	NC		
African American	0	54	NC		
Hispanic	0	594	NC		
Multi-Ethnic	0	28	NC		
Pacific Islander	0	*	NC		
White	0	118	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	949	595	62.7%	>76%	No
B. <40%		225	23.7%	<9%	No
C. Separate Schools		25	2.6%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	192	40	20.8%	>40.9%	No
B. Separate		87	45.3%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	131	212	61.8%	72.7%	No
2. Functioning within age expectations	171	307	55.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	129	206	62.6%	70.0%	No
2. Functioning within age expectations	177	307	57.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	124	185	67.0%	75.0%	No
2. Functioning within age expectations	195	307	63.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,176	1,178	99.8%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
310	234	76	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
252	52	184	15	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN UNION ELEMENTARY School District

CDS Code	5271522	FMTA Region	4
District Name	EVERGREEN 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	37.1%	89.2%	--
Math	94%	95%	--	44.3%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	117	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN UNION ELEMENTARY School District

OO. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	14	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	95	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	90	54	60.0%	>76%	No
B. <40%		18	20.0%	<9%	No
C. Separate Schools		*	3.3%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	14	*	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	16	20	80.0%	72.7%	Yes
2. Functioning within age expectations	24	35	68.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	16	21	76.2%	70.0%	Yes
2. Functioning within age expectations	23	35	65.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	13	15	NC	75.0%	NA
2. Functioning within age expectations	29	35	82.9%	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
141	141	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN 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?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
39	25	14	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
20	*	15	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EVERGREEN 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXCELSIOR EDUCATION CENTER School District

CDS Code	3630761	FMTA Region	5
District Name	EXCELSIOR EDUCATION CENTER	SELPA	3601 Desert Mountain

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
64.0	74.67	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
12.0	<22.1%	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	99%	95%	--	20.0%	88.9%	--
Math	97%	95%	--	14.3%	88.7%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	125	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXCELSIOR EDUCATION CENTER School District

PP. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	30	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	77	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	119	0	0.0%	>76%	No
B. <40%		0	0.0%	<9%	Yes
C. Separate Schools		119	100.0%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXCELSIOR EDUCATION CENTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	91	150	60.7%	72.7%	No
2. Functioning within age expectations	126	232	54.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	83	158	52.5%	70.0%	No
2. Functioning within age expectations	98	232	42.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	101	144	70.1%	75.0%	No
2. Functioning within age expectations	128	232	55.2%	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
122	123	99.2%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXCELSIOR EDUCATION CENTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXCELSIOR EDUCATION CENTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
117	18	77	22	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
62	62	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXCELSIOR EDUCATION CENTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	19	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER UNION ELEMENTARY School District

CDS Code	5471910	FMTA Region	2
District Name	EXETER 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	38.1%	89.2%	--
Math	92%	95%	--	29.3%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	140	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER UNION ELEMENTARY School District

QQ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	69	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	65	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	70	75.3%	>76%	No
B. <40%		12	12.9%	<9%	No
C. Separate Schools		*	4.3%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER 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	17	13	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	41	112	36.6%	72.7%	No
2. Functioning within age expectations	72	162	44.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	44	119	37.0%	70.0%	No
2. Functioning within age expectations	67	162	41.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	58	116	50.0%	75.0%	No
2. Functioning within age expectations	79	162	48.8%	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
152	152	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
407	0	402	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER UNION HIGH School District

CDS Code	5471928	FMTA Region	2
District Name	EXETER UNION HIGH	SELPA	5400 Tulare County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
65.4	81.07	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
15.4	<22.1%	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%	--	38.5%	88.9%	--
Math	100%	95%	--	23.1%	88.7%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	110	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER UNION HIGH School District

RR. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	61	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	*	NC		
White	0	41	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	80	54	67.5%	>76%	No
B. <40%		20	25.0%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	41	112	36.6%	72.7%	No
2. Functioning within age expectations	72	162	44.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	44	119	37.0%	70.0%	No
2. Functioning within age expectations	67	162	41.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	58	116	50.0%	75.0%	No
2. Functioning within age expectations	79	162	48.8%	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
110	110	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
407	0	402	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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	73	98.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for EXETER 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFAX ELEMENTARY School District

CDS Code	1563461	FMTA Region	2
District Name	FAIRFAX ELEMENTARY	SELPA	1501 Kern County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	16.7%	89.2%	No
Math	98%	95%	Yes	17.9%	89.5%	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?
*	304	1.0%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFAX ELEMENTARY School District

SS. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	21	NC		
Hispanic	*	238	0.8%		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	*	NC		
White	*	37	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	112	49.3%	>76%	No
B. <40%		27	11.9%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFAX ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	36	15	41.7%	>40.9%	Yes
B. Separate		20	55.6%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	238	57.1%	72.7%	No
2. Functioning within age expectations	246	410	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	141	259	54.4%	70.0%	No
2. Functioning within age expectations	225	410	54.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	136	205	66.3%	75.0%	No
2. Functioning within age expectations	268	410	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
355	355	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFAX ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
79	77	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFAX ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
335	28	277	27	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFAX ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFIELD-SUISUN UNIFIED School District

CDS Code	4870540	FMTA Region	3
District Name	FAIRFIELD-SUISUN 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.

Graduation Rate	Target	Target Met
58.7	87.58	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
15.0	<22.1%	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	99%	95%	Yes	34.1%	89.0%	No
Math	99%	95%	Yes	38.0%	89.1%	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?
*	2,981	0.1%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFIELD-SUISUN UNIFIED School District

TT. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	21	NC	2.54%	No
Asian	0	247	NC		
African American	*	846	NC		
Hispanic	*	947	0.3%		
Multi-Ethnic	0	129	NC		
Pacific Islander	0	41	NC		
White	0	750	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,227	986	44.3%	>76%	No
B. <40%		499	22.4%	<9%	No
C. Separate Schools		151	6.8%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFIELD-SUISUN 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	336	56	16.7%	>40.9%	No
B. Separate		265	78.9%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	98	126	77.8%	72.7%	Yes
2. Functioning within age expectations	139	205	67.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	97	124	78.2%	70.0%	Yes
2. Functioning within age expectations	140	205	68.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	99	123	80.5%	75.0%	Yes
2. Functioning within age expectations	140	205	68.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,843	2,856	99.5%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFIELD-SUISUN 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?	NA	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
529	319	210	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
FAIRFIELD-SUISUN UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
148	*	125	16	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
624	531	85.1%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAIRFIELD-SUISUN 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	83	*	3.6%	50%	No
B. Higher Ed or Competitively Employed		*	12.0%	65%	No
C. Any Post-Secondary Ed or Employed		34	41.0%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALL RIVER JOINT UNIFIED School District

CDS Code	4569989	FMTA Region	4
District Name	FALL RIVER JOINT UNIFIED	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.

Graduation Rate	Target	Target Met
90.0	88.00	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
10.0	<22.1%	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	99%	95%	Yes	31.8%	89.0%	--
Math	99%	95%	Yes	39.1%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	194	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALL RIVER JOINT UNIFIED School District

UU. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	18	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	36	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	133	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	160	91	56.9%	>76%	No
B. <40%		11	6.9%	<9%	Yes
C. Separate Schools		*	3.8%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALL RIVER 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	18	NC	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	46	56.5%	72.7%	No
2. Functioning within age expectations	59	88	67.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	29	47	61.7%	70.0%	No
2. Functioning within age expectations	57	88	64.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	22	35	62.9%	75.0%	No
2. Functioning within age expectations	64	88	72.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
219	219	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALL RIVER 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
44	31	13	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
FALL RIVER JOINT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
98	13	70	15	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
28	26	92.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALL RIVER 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK UNION ELEMENTARY School District

CDS Code	3768114	FMTA Region	5
District Name	FALLBROOK UNION 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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	43.3%	89.2%	Yes - Alt
Math	99%	95%	Yes	51.2%	89.5%	Yes - Alt

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	829	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK UNION ELEMENTARY School District

VV. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	33	NC		
Hispanic	0	389	NC		
Multi-Ethnic	0	32	NC		
Pacific Islander	0	*	NC		
White	0	356	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	505	253	50.1%	>76%	No
B. <40%		84	16.6%	<9%	No
C. Separate Schools		*	0.6%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK 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	132	117	88.6%	>40.9%	Yes
B. Separate		*	7.6%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	221	61.5%	72.7%	No
2. Functioning within age expectations	275	421	65.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	142	211	67.3%	70.0%	No
2. Functioning within age expectations	284	421	67.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	150	200	75.0%	75.0%	No
2. Functioning within age expectations	300	421	71.3%	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
860	869	99.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK 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?	NA	NA	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
212	162	50	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
219	18	187	13	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK UNION HIGH School District

CDS Code	3768122	FMTA Region	5
District Name	FALLBROOK UNION HIGH	SELPA	3702 North Coastal

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
63.0	83.98	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
12.3	<22.1%	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%	--	16.2%	88.9%	--
Math	95%	95%	--	17.9%	88.7%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	379	1.8%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK UNION HIGH School District

WW. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	*	18	NC		
Hispanic	*	174	2.3%		
Multi-Ethnic	0	12	NC		
Pacific Islander	0	*	NC		
White	0	164	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	349	88	25.2%	>76%	No
B. <40%		106	30.4%	<9%	No
C. Separate Schools		*	2.6%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	221	61.5%	72.7%	No
2. Functioning within age expectations	275	421	65.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	142	211	67.3%	70.0%	No
2. Functioning within age expectations	284	421	67.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	150	200	75.0%	75.0%	No
2. Functioning within age expectations	300	421	71.3%	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
358	359	99.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
19	15	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
219	18	187	13	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
262	256	97.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FALLBROOK 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	71	30	42.3%	50%	No
B. Higher Ed or Competitively Employed		39	54.9%	65%	No
C. Any Post-Secondary Ed or Employed		59	83.1%	69%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAME PUBLIC CHARTER School District

CDS Code	0109835	FMTA Region	4
District Name	FAME PUBLIC CHARTER	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
64.3	84.34	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
14.3	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	45.9%	89.2%	--
Math	100%	95%	--	43.2%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	122	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAME PUBLIC CHARTER School District

XX. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	18	NC		
African American	0	20	NC		
Hispanic	0	18	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	60	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	80	87.0%	>76%	Yes
B. <40%		*	9.8%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAME PUBLIC CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
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
121	122	99.2%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAME PUBLIC CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	13	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAME PUBLIC CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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	17	81.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAME PUBLIC CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAMILY PARTNERSHIP HOME STUDY CHARTER School District

CDS Code	0111773	FMTA Region	2
District Name	FAMILY PARTNERSHIP HOME STUDY CHARTER	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.

Graduation Rate	Target	Target Met
33.3	67.21	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
33.3	<22.1%	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%	--	45.5%	88.9%	--
Math	100%	95%	--	22.7%	88.7%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	38	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAMILY PARTNERSHIP HOME STUDY CHARTER School District

YY. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	14	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	20	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	33	100.0%	>76%	Yes
B. <40%		0	0.0%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAMILY PARTNERSHIP HOME STUDY CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	103	144	71.5%	72.7%	No
2. Functioning within age expectations	206	291	70.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	110	159	69.2%	70.0%	No
2. Functioning within age expectations	186	291	63.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	104	142	73.2%	75.0%	No
2. Functioning within age expectations	213	291	73.2%	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
41	41	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAMILY PARTNERSHIP HOME STUDY CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAMILY PARTNERSHIP HOME STUDY CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
228	29	194	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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	12	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FAMILY PARTNERSHIP HOME STUDY CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FARMERSVILLE UNIFIED School District

CDS Code	5475325	FMTA Region	2
District Name	FARMERSVILLE 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.

Graduation Rate	Target	Target Met
75.0	83.43	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
20.0	<22.1%	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%	--	20.7%	89.0%	--
Math	96%	95%	--	21.1%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	138	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FARMERSVILLE UNIFIED School District

ZZ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	114	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	22	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	103	75	72.8%	>76%	No
B. <40%		17	16.5%	<9%	No
C. Separate Schools		*	3.9%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FARMERSVILLE 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	41	112	36.6%	72.7%	No
2. Functioning within age expectations	72	162	44.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	44	119	37.0%	70.0%	No
2. Functioning within age expectations	67	162	41.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	58	116	50.0%	75.0%	No
2. Functioning within age expectations	79	162	48.8%	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
162	162	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FARMERSVILLE 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?	NA	NA	NA	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
17	16	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FARMERSVILLE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
407	0	402	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
32	32	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FARMERSVILLE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FATHER'S HEART CHARTER SCHOOL (1323) School District

CDS Code	0124313	FMTA Region	4
District Name	FATHER'S HEART CHARTER SCHOOL (1323)	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	23	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FATHER'S HEART CHARTER SCHOOL (1323) School District

AAA. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FATHER'S HEART CHARTER SCHOOL (1323) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
17	17	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FATHER'S HEART CHARTER SCHOOL (1323) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FATHER'S HEART CHARTER SCHOOL (1323) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FATHER'S HEART CHARTER SCHOOL (1323) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FEATHER FALLS UNION ELEMENTARY School District

CDS Code	0461440	FMTA Region	4
District Name	FEATHER FALLS UNION ELEMENTARY	SELPA	0400 Butte County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FEATHER FALLS UNION ELEMENTARY School District

BBB. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FEATHER FALLS UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	36	67	53.7%	72.7%	No
2. Functioning within age expectations	76	121	62.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	32	65	49.2%	70.0%	No
2. Functioning within age expectations	81	121	66.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	32	60	53.3%	75.0%	No
2. Functioning within age expectations	80	121	66.1%	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 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FEATHER FALLS UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FEATHER FALLS UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
94	13	59	18	93.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FEATHER FALLS UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	50%	NA
B. Higher Ed or Competitively Employed		0	NC	65%	NA
C. Any Post-Secondary Ed or Employed		0	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FERNDALE UNIFIED School District

CDS Code	1275374	FMTA Region	4
District Name	FERNDALE 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.

Graduation Rate	Target	Target Met
100.0	91.43	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.0	<22.1%	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	99%	95%	Yes - Alt	38.6%	89.0%	No
Math	96%	95%	Yes - Alt	41.2%	89.1%	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?
0	85	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FERNDALE UNIFIED School District

CCC. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	16	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	63	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	52	73.2%	>76%	No
B. <40%		*	1.4%	<9%	Yes
C. Separate Schools		*	7.0%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FERNDALE 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	67	65.7%	72.7%	No
2. Functioning within age expectations	60	99	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	60	60.0%	70.0%	No
2. Functioning within age expectations	63	99	63.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	46	65.2%	75.0%	No
2. Functioning within age expectations	73	99	73.7%	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
99	99	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FERNDALE 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?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
18	*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FERNDALE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
61	*	59	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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	18	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FERNDALE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIELDBROOK ELEMENTARY School District

CDS Code	1262794	FMTA Region	4
District Name	FIELDBROOK 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	75.0%	89.2%	--
Math	100%	95%	--	58.3%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	16	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIELDBROOK ELEMENTARY School District

DDD. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIELDBROOK ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	67	65.7%	72.7%	No
2. Functioning within age expectations	60	99	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	60	60.0%	70.0%	No
2. Functioning within age expectations	63	99	63.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	46	65.2%	75.0%	No
2. Functioning within age expectations	73	99	73.7%	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 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIELDBROOK ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
FIELDBROOK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
61	*	59	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIELDBROOK ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FILLMORE UNIFIED School District

CDS Code	5672454	FMTA Region	2
District Name	FILLMORE 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.

Graduation Rate	Target	Target Met
74.4	86.28	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
7.7	<22.1%	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	23.1%	89.0%	No
Math	99%	95%	Yes	25.8%	89.1%	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?
*	525	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FILLMORE UNIFIED School District

EEE. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	*	470	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	48	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	417	200	48.0%	>76%	No
B. <40%		48	11.5%	<9%	No
C. Separate Schools		*	0.7%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FILLMORE 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	20	37.7%	>40.9%	No
B. Separate		26	49.1%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	203	341	59.5%	72.7%	No
2. Functioning within age expectations	326	565	57.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	230	353	65.2%	70.0%	No
2. Functioning within age expectations	316	565	55.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	223	316	70.6%	75.0%	No
2. Functioning within age expectations	364	565	64.4%	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
553	558	99.1%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FILLMORE 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
70	26	44	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FILLMORE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
491	11	404	74	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
88	88	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FILLMORE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	26	*	34.6%	50%	No
B. Higher Ed or Competitively Employed		13	50.0%	65%	No
C. Any Post-Secondary Ed or Employed		22	84.6%	69%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIREBAUGH-LAS DELTAS UNIFIED School District

CDS Code	1073809	FMTA Region	2
District Name	FIREBAUGH-LAS DELTAS 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.

Graduation Rate	Target	Target Met
78.3	90.45	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
4.3	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	93%	95%	No	31.9%	89.0%	No
Math	100%	95%	Yes	29.8%	89.1%	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?
*	236	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIREBAUGH-LAS DELTAS UNIFIED School District

FFF. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	*	210	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	15	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	204	127	62.3%	>76%	No
B. <40%		33	16.2%	<9%	No
C. Separate Schools		*	2.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIREBAUGH-LAS DELTAS UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	21	18	85.7%	>40.9%	Yes
B. Separate		*	4.8%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	80	138	58.0%	72.7%	No
2. Functioning within age expectations	123	222	55.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	72	147	49.0%	70.0%	No
2. Functioning within age expectations	106	222	47.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	66	116	56.9%	75.0%	No
2. Functioning within age expectations	135	222	60.8%	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 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIREBAUGH-LAS DELTAS 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?	NA	NA	NA	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	19	15	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIREBAUGH-LAS DELTAS UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
161	*	147	*	98.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
48	47	97.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIREBAUGH-LAS DELTAS 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	11	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS ADULT SCHOOL (SF SHERIFF'S) (1029) School District

CDS Code	0118133	FMTA Region	4
District Name	FIVE KEYS ADULT SCHOOL (SF SHERIFF'S) (1029)	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
0.0		NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
50.0	<22.1%	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	NA	NA
Math	NC	95%	NA	NC	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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	2.54%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS ADULT SCHOOL (SF SHERIFF'S) (1029) School District

GGG. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.54%	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 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		NA	NC	<9%	NA
C. Separate Schools		NA	NC	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS ADULT SCHOOL (SF SHERIFF'S) (1029) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
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	NA	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS ADULT SCHOOL (SF SHERIFF'S) (1029) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS ADULT SCHOOL (SF SHERIFF'S) (1029) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS ADULT SCHOOL (SF SHERIFF'S) (1029) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS CHARTER (SF SHERIFF'S) (0567) School District

CDS Code	0101774	FMTA Region	4
District Name	FIVE KEYS CHARTER (SF SHERIFF'S) (0567)	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
0.0	0.53	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
66.7	<22.1%	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%	--	--%	88.9%	--
Math	NC%	95%	--	--%	88.7%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS CHARTER (SF SHERIFF'S) (0567) School District

HHH. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		NA	NC	<9%	NA
C. Separate Schools		NA	NC	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS CHARTER (SF SHERIFF'S) (0567) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
11	11	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS CHARTER (SF SHERIFF'S) (0567) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS CHARTER (SF SHERIFF'S) (0567) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
13	12	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS CHARTER (SF SHERIFF'S) (0567) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS INDEPENDENCE HIGH SCHOOL (1028) School District

CDS Code	0118141	FMTA Region	4
District Name	FIVE KEYS INDEPENDENCE HIGH SCHOOL (1028)	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
6.7		NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
53.3	<22.1%	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	NA	NA
Math	NC	95%	NA	NC	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS INDEPENDENCE HIGH SCHOOL (1028) School District

III. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	*	NC		
White	0	0	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	23	17	73.9%	>76%	No
B. <40%		*	13.0%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS INDEPENDENCE HIGH SCHOOL (1028) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
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
84	87	96.6%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS INDEPENDENCE HIGH SCHOOL (1028) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS INDEPENDENCE HIGH SCHOOL (1028) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
116	111	95.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FIVE KEYS INDEPENDENCE HIGH SCHOOL (1028) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FLOURNOY UNION ELEMENTARY School District

CDS Code	5271530	FMTA Region	4
District Name	FLOURNOY 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	50%	95%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FLOURNOY UNION ELEMENTARY School District

JJJ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FLOURNOY 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	16	20	80.0%	72.7%	Yes
2. Functioning within age expectations	24	35	68.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	16	21	76.2%	70.0%	Yes
2. Functioning within age expectations	23	35	65.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	13	15	NC	75.0%	NA
2. Functioning within age expectations	29	35	82.9%	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 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FLOURNOY 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?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FLOURNOY UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
20	*	15	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FLOURNOY 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOLSOM-CORDOVA UNIFIED School District

CDS Code	3467330	FMTA Region	4
District Name	FOLSOM-CORDOVA UNIFIED	SELPA	3414 Folsom-Cordova USD

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
78.0	91.12	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
6.9	<22.1%	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	42.0%	89.0%	No
Math	96%	95%	Yes	44.0%	89.1%	Yes - Alt

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
15	2,885	0.5%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOLSOM-CORDOVA UNIFIED School District

KKK. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	34	NC	2.54%	No
Asian	0	245	NC		
African American	*	383	1.3%		
Hispanic	*	580	0.3%		
Multi-Ethnic	0	46	NC		
Pacific Islander	0	22	NC		
White	*	1,575	0.4%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,000	989	49.5%	>76%	No
B. <40%		424	21.2%	<9%	No
C. Separate Schools		39	2.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOLSOM-CORDOVA 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	246	109	44.3%	>40.9%	Yes
B. Separate		130	52.8%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	44	68.2%	72.7%	No
2. Functioning within age expectations	58	85	68.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	22	37	59.5%	70.0%	No
2. Functioning within age expectations	60	85	70.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	29	40	72.5%	75.0%	No
2. Functioning within age expectations	61	85	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
2,573	2,583	99.6%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOLSOM-CORDOVA 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 Dis	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
429	336	92	99.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
FOLSOM-CORDOVA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
48	*	37	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
499	322	64.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOLSOM-CORDOVA 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	109	28	25.7%	50%	No
B. Higher Ed or Competitively Employed		42	38.5%	65%	No
C. Any Post-Secondary Ed or Employed		53	48.6%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FONTANA UNIFIED School District

CDS Code	3667710	FMTA Region	5
District Name	FONTANA UNIFIED	SELPA	3613 Fontana 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.

Graduation Rate	Target	Target Met
73.5	82.47	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
10.6	<22.1%	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	99%	95%	Yes	27.2%	89.0%	No
Math	99%	95%	Yes	31.8%	89.1%	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?
67	5,903	1.1%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FONTANA UNIFIED School District

LLL. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	19	NC	2.54%	No
Asian	0	58	NC		
African American	12	479	2.5%		
Hispanic	50	4,916	1.0%		
Multi-Ethnic	*	26	NC		
Pacific Islander	*	17	NC		
White	*	388	0.8%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	4,643	1,748	37.6%	>76%	No
B. <40%		1,446	31.1%	<9%	No
C. Separate Schools		58	1.2%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FONTANA 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	365	287	78.6%	>40.9%	Yes
B. Separate		58	15.9%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	33	59	55.9%	72.7%	No
2. Functioning within age expectations	32	73	43.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	62	58.1%	70.0%	No
2. Functioning within age expectations	29	73	39.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	28	47	59.6%	75.0%	No
2. Functioning within age expectations	39	73	53.4%	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
5,655	5,710	99.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FONTANA 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?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
955	778	177	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FONTANA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
51	12	25	14	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
1171	1051	89.8%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FONTANA 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	281	13	4.6%	50%	No
B. Higher Ed or Competitively Employed		29	10.3%	65%	No
C. Any Post-Secondary Ed or Employed		35	12.5%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOREST CHARTER School District

CDS Code	0114306	FMTA Region	4
District Name	FOREST CHARTER	SELPA	2900 Nevada County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC	95%	NA	NC	NA	NA
Math	NC	95%	NA	NC	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	77	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOREST CHARTER School District

MMM. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	65	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	53	80.3%	>76%	Yes
B. <40%		*	10.6%	<9%	No
C. Separate Schools		*	1.5%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOREST 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	16	20	80.0%	72.7%	Yes
2. Functioning within age expectations	25	34	73.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	16	22	72.7%	70.0%	Yes
2. Functioning within age expectations	22	34	64.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	11	13	NC	75.0%	NA
2. Functioning within age expectations	29	34	85.3%	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
73	73	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOREST 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?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOREST CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
24	0	24	0	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
28	19	67.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOREST 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	50%	NA
B. Higher Ed or Competitively Employed		0	NC	65%	NA
C. Any Post-Secondary Ed or Employed		0	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTHILL UNION ELEMENTARY School District

CDS Code	3166837	FMTA Region	4
District Name	FORESTHILL UNION ELEMENTARY	SELPA	3100 Placer County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	36.1%	89.2%	--
Math	100%	95%	--	43.2%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	64	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTHILL UNION ELEMENTARY School District

NNN. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	53	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	44	30	68.2%	>76%	No
B. <40%		*	11.4%	<9%	No
C. Separate Schools		*	4.5%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTHILL 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	52	81	64.2%	72.7%	No
2. Functioning within age expectations	152	200	76.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	52	77	67.5%	70.0%	No
2. Functioning within age expectations	159	200	79.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	55	80	68.8%	75.0%	No
2. Functioning within age expectations	154	200	77.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
57	58	98.3%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTHILL 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?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTHILL UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
177	20	146	*	99.3%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTHILL 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTVILLE UNION ELEMENTARY School District

CDS Code	4970680	FMTA Region	3
District Name	FORESTVILLE UNION ELEMENTARY	SELPA	4900 Sonoma County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	30.0%	89.2%	--
Math	100%	95%	--	32.5%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	39	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTVILLE UNION ELEMENTARY School District

OOO. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	14	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	22	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	38	27	71.1%	>76%	No
B. <40%		*	10.5%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTVILLE 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	70	98	71.4%	72.7%	No
2. Functioning within age expectations	206	264	78.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	73	99	73.7%	70.0%	Yes
2. Functioning within age expectations	201	264	76.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	95	78.9%	75.0%	Yes
2. Functioning within age expectations	208	264	78.8%	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
40	40	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTVILLE 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?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTVILLE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
205	*	170	26	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORESTVILLE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORKS OF SALMON ELEMENTARY School District

CDS Code	4770292	FMTA Region	4
District Name	FORKS OF SALMON 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC%	95%	--	--%	89.2%	--
Math	NC%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORKS OF SALMON ELEMENTARY School District

PPP. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		NA	NC	<9%	NA
C. Separate Schools		NA	NC	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORKS OF SALMON ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	11	15	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	11	NC	70.0%	NA
2. Functioning within age expectations	*	15	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	11	15	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 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORKS OF SALMON ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
FORKS OF SALMON ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
*	*	*	0	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORKS OF SALMON ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT BRAGG UNIFIED School District

CDS Code	2365565	FMTA Region	3
District Name	FORT BRAGG UNIFIED	SELPA	2300 Mendocino County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
63.6	89.92	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
9.1	<22.1%	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%	--	27.9%	89.0%	--
Math	99%	95%	--	18.6%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	184	1.1%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT BRAGG UNIFIED School District

QQQ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	42	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	124	1.6%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	146	89	61.0%	>76%	No
B. <40%		24	16.4%	<9%	No
C. Separate Schools		*	1.4%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT BRAGG 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	16	12	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	24	50.0%	72.7%	No
2. Functioning within age expectations	11	30	36.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	11	26	42.3%	70.0%	No
2. Functioning within age expectations	*	30	26.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	14	22	63.6%	75.0%	No
2. Functioning within age expectations	14	30	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
193	194	99.5%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT BRAGG 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	32	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT BRAGG UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
50	0	50	0	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT BRAGG 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	13	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT ROSS ELEMENTARY School District

CDS Code	4970698	FMTA Region	3
District Name	FORT ROSS 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	67%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT ROSS ELEMENTARY School District

RRR. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT ROSS ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	70	98	71.4%	72.7%	No
2. Functioning within age expectations	206	264	78.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	73	99	73.7%	70.0%	Yes
2. Functioning within age expectations	201	264	76.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	95	78.9%	75.0%	Yes
2. Functioning within age expectations	208	264	78.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT ROSS ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT ROSS ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
205	*	170	26	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT ROSS ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT SAGE UNIFIED School District

CDS Code	1875036	FMTA Region	4
District Name	FORT SAGE UNIFIED	SELPA	1800 Lassen County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
33.3	78.79	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
33.3	<22.1%	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	87%	95%	--	5.9%	89.0%	--
Math	78%	95%	--	12.5%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	66	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT SAGE UNIFIED School District

SSS. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	54	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	37	21	56.8%	>76%	No
B. <40%		*	2.7%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT SAGE 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	15	19	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	14	19	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	17	19	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
51	51	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT SAGE 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?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT SAGE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
13	*	*	0	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORT SAGE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA ELEMENTARY School District

CDS Code	1276802	FMTA Region	4
District Name	FORTUNA 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	26.7%	89.2%	No
Math	99%	95%	Yes	27.0%	89.5%	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	NA	NC	2.54%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA ELEMENTARY School District

TTT. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.54%	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 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	253	181	71.5%	>76%	No
B. <40%		32	12.6%	<9%	No
C. Separate Schools		*	1.2%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	39	27	69.2%	>40.9%	Yes
B. Separate		*	12.8%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	67	65.7%	72.7%	No
2. Functioning within age expectations	60	99	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	60	60.0%	70.0%	No
2. Functioning within age expectations	63	99	63.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	46	65.2%	75.0%	No
2. Functioning within age expectations	73	99	73.7%	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
343	343	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
79	68	11	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
61	*	59	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA UNION HIGH School District

CDS Code	1262810	FMTA Region	4
District Name	FORTUNA UNION HIGH	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.

Graduation Rate	Target	Target Met
79.3	91.58	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
10.3	<22.1%	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%	--	5.0%	88.9%	--
Math	98%	95%	--	5.1%	88.7%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	167	1.2%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA UNION HIGH School District

UUU. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	34	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	118	1.7%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	149	71	47.7%	>76%	No
B. <40%		15	10.1%	<9%	No
C. Separate Schools		*	6.7%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	67	65.7%	72.7%	No
2. Functioning within age expectations	60	99	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	60	60.0%	70.0%	No
2. Functioning within age expectations	63	99	63.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	46	65.2%	75.0%	No
2. Functioning within age expectations	73	99	73.7%	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
163	163	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
61	*	59	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
94	89	94.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNA 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNE School District

CDS Code	0124651	FMTA Region	4
District Name	FORTUNE	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	75%	95%	--	50.0%	89.2%	--
Math	100%	95%	--	50.0%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	24	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNE School District

VVV. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	15	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	24	72.7%	>76%	No
B. <40%		*	27.3%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNE School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
47	48	97.9%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNE School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	Not Dis	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FORTUNE School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOUNTAIN VALLEY ELEMENTARY School District

CDS Code	3066498	FMTA Region	1
District Name	FOUNTAIN VALLEY ELEMENTARY	SELPA	3020 West Orange County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	54.1%	89.2%	No
Math	97%	95%	Yes	52.1%	89.5%	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?
*	758	0.3%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOUNTAIN VALLEY ELEMENTARY School District

WWW. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	*	126	NC		
African American	0	11	NC		
Hispanic	0	138	NC		
Multi-Ethnic	0	60	NC		
Pacific Islander	0	*	NC		
White	*	417	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	282	53.8%	>76%	No
B. <40%		111	21.2%	<9%	No
C. Separate Schools		23	4.4%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOUNTAIN VALLEY ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	95	*	8.4%	>40.9%	No
B. Separate		84	88.4%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	60	97	61.9%	72.7%	No
2. Functioning within age expectations	141	201	70.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	63	103	61.2%	70.0%	No
2. Functioning within age expectations	139	201	69.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	57	86	66.3%	75.0%	No
2. Functioning within age expectations	148	201	73.6%	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
703	707	99.4%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOUNTAIN VALLEY ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	NA	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
153	103	50	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOUNTAIN VALLEY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
203	37	161	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOUNTAIN VALLEY ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOWLER UNIFIED School District

CDS Code	1062158	FMTA Region	2
District Name	FOWLER 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.

Graduation Rate	Target	Target Met
100.0	95.51	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.0	<22.1%	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	33.6%	89.0%	No
Math	99%	95%	Yes	38.7%	89.1%	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?
0	240	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOWLER UNIFIED School District

XXX. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	189	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	27	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	179	122	68.2%	>76%	No
B. <40%		21	11.7%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOWLER 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	80	138	58.0%	72.7%	No
2. Functioning within age expectations	123	222	55.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	72	147	49.0%	70.0%	No
2. Functioning within age expectations	106	222	47.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	66	116	56.9%	75.0%	No
2. Functioning within age expectations	135	222	60.8%	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
237	237	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOWLER 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?	NA	NA	NA	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
53	44	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOWLER UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
161	*	147	*	98.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
29	29	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FOWLER 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN ELEMENTARY School District

CDS Code	5171381	FMTA Region	4
District Name	FRANKLIN ELEMENTARY	SELPA	5100 Sutter County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	56	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN ELEMENTARY School District

YYY. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	13	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	35	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	33	70.2%	>76%	No
B. <40%		*	12.8%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	32	43.8%	72.7%	No
2. Functioning within age expectations	33	57	57.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	19	34	55.9%	70.0%	No
2. Functioning within age expectations	33	57	57.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	16	27	59.3%	75.0%	No
2. Functioning within age expectations	35	57	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
53	53	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
55	11	33	11	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN-MCKINLEY ELEMENTARY School District

CDS Code	4369450	FMTA Region	4
District Name	FRANKLIN-MCKINLEY ELEMENTARY	SELPA	4311 Southeast Consortium

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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	30.5%	89.2%	No
Math	98%	95%	Yes	32.8%	89.5%	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?
*	1,140	0.7%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN-MCKINLEY ELEMENTARY School District

ZZZ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	*	292	NC		
African American	*	39	NC		
Hispanic	*	744	0.8%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	48	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	789	456	57.8%	>76%	No
B. <40%		255	32.3%	<9%	No
C. Separate Schools		11	1.4%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN-MCKINLEY ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	197	43	21.8%	>40.9%	No
B. Separate		130	66.0%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	131	212	61.8%	72.7%	No
2. Functioning within age expectations	171	307	55.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	129	206	62.6%	70.0%	No
2. Functioning within age expectations	177	307	57.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	124	185	67.0%	75.0%	No
2. Functioning within age expectations	195	307	63.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,037	1,040	99.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN-MCKINLEY ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	Not Dis	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
277	205	72	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN-MCKINLEY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
252	52	184	15	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRANKLIN-MCKINLEY ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT UNIFIED School District

CDS Code	0161176	FMTA Region	3
District Name	FREMONT UNIFIED	SELPA	0115 Mission 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.

Graduation Rate	Target	Target Met
68.1	90.07	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
8.0	<22.1%	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	48.6%	89.0%	No
Math	99%	95%	Yes	48.4%	89.1%	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?
21	3,832	0.5%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT UNIFIED School District

AAAA. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	21	NC	2.54%	Yes
Asian	0	1,158	NC		
African American	14	395	3.5%		
Hispanic	*	1,119	0.3%		
Multi-Ethnic	*	194	NC		
Pacific Islander	0	32	NC		
White	*	913	0.3%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,854	1,262	44.2%	>76%	No
B. <40%		929	32.6%	<9%	No
C. Separate Schools		143	5.0%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT 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	388	122	31.4%	>40.9%	No
B. Separate		127	32.7%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	119	55.5%	72.7%	No
2. Functioning within age expectations	120	207	58.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	70	118	59.3%	70.0%	No
2. Functioning within age expectations	132	207	63.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	72	113	63.7%	75.0%	No
2. Functioning within age expectations	129	207	62.3%	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
3,782	3,813	99.2%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT 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 Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
789	530	259	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
110	13	90	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
669	463	69.2%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	103	20	19.4%	50%	No
B. Higher Ed or Competitively Employed		31	30.1%	65%	No
C. Any Post-Secondary Ed or Employed		37	35.9%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT UNION HIGH School District

CDS Code	4369468	FMTA Region	4
District Name	FREMONT UNION HIGH	SELPA	4302 Santa Clara Area I-IV, VII

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
76.4	94.25	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
7.1	<22.1%	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	42.7%	88.9%	Yes - Alt
Math	98%	95%	Yes	42.2%	88.7%	Yes - Alt

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,039	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT UNION HIGH School District

BBBB. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	246	NC		
African American	0	44	NC		
Hispanic	0	369	NC		
Multi-Ethnic	0	39	NC		
Pacific Islander	0	*	NC		
White	*	326	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	975	322	33.0%	>76%	No
B. <40%		298	30.6%	<9%	No
C. Separate Schools		43	4.4%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	61	65.6%	72.7%	No
2. Functioning within age expectations	81	114	71.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	45	58	77.6%	70.0%	Yes
2. Functioning within age expectations	82	114	71.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	39	50	78.0%	75.0%	Yes
2. Functioning within age expectations	89	114	78.1%	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
721	726	99.3%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT 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?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
83	72	*	93.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
64	12	49	*	98.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
642	633	98.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FREMONT 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	180	74	41.1%	50%	No
B. Higher Ed or Competitively Employed		85	47.2%	65%	No
C. Any Post-Secondary Ed or Employed		88	48.9%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRENCH GULCH-WHISKEYTOWN ELEMENTARY School District

CDS Code	4569997	FMTA Region	4
District Name	FRENCH GULCH-WHISKEYTOWN 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRENCH GULCH-WHISKEYTOWN ELEMENTARY School District

CCCC. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRENCH GULCH-WHISKEYTOWN ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	46	56.5%	72.7%	No
2. Functioning within age expectations	59	88	67.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	29	47	61.7%	70.0%	No
2. Functioning within age expectations	57	88	64.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	22	35	62.9%	75.0%	No
2. Functioning within age expectations	64	88	72.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRENCH GULCH-WHISKEYTOWN ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRENCH GULCH-WHISKEYTOWN ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
98	13	70	15	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRENCH GULCH-WHISKEYTOWN ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESHWATER ELEMENTARY School District

CDS Code	1262828	FMTA Region	4
District Name	FRESHWATER 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	44.8%	89.2%	--
Math	100%	95%	--	48.3%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	41	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESHWATER ELEMENTARY School District

DDDD. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	39	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	26	26	100.0%	>76%	Yes
B. <40%		0	0.0%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESHWATER ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	67	65.7%	72.7%	No
2. Functioning within age expectations	60	99	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	60	60.0%	70.0%	No
2. Functioning within age expectations	63	99	63.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	46	65.2%	75.0%	No
2. Functioning within age expectations	73	99	73.7%	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
40	40	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESHWATER ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESHWATER ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
61	*	59	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESHWATER ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO COUNTY SCHOOLS School District

CDS Code	1010108	FMTA Region	2
District Name	FRESNO COUNTY SCHOOLS	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.

Graduation Rate	Target	Target Met
52.1	75.31	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
21.9	<22.1%	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	92%	95%	No	31.6%	89.0%	--
Math	90%	95%	No	11.1%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	60	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO COUNTY SCHOOLS School District

EEEE. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	32	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	11	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO COUNTY SCHOOLS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	80	138	58.0%	72.7%	No
2. Functioning within age expectations	123	222	55.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	72	147	49.0%	70.0%	No
2. Functioning within age expectations	106	222	47.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	66	116	56.9%	75.0%	No
2. Functioning within age expectations	135	222	60.8%	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
42	43	97.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO 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?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
161	*	147	*	98.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
29	18	62.1%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	75	*	2.7%	50%	No
B. Higher Ed or Competitively Employed		*	5.3%	65%	No
C. Any Post-Secondary Ed or Employed		62	82.7%	69%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO UNIFIED School District

CDS Code	1062166	FMTA Region	2
District Name	FRESNO UNIFIED	SELPA	1011 Fresno Unified SD

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
50.5	74.75	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
24.0	<22.1%	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	95%	95%	Yes	22.6%	89.0%	No
Math	97%	95%	Yes	29.1%	89.1%	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?
172	9,281	1.9%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO UNIFIED School District

FFFF. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	86	2.3%	2.54%	Yes
Asian	*	780	0.9%		
African American	54	1,383	3.9%		
Hispanic	85	5,573	1.5%		
Multi-Ethnic	*	111	2.7%		
Pacific Islander	0	17	NC		
White	21	1,331	1.6%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	6,769	3,692	54.5%	>76%	No
B. <40%		1,935	28.6%	<9%	No
C. Separate Schools		189	2.8%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO 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	644	395	61.3%	>40.9%	Yes
B. Separate		161	25.0%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	56	110	50.9%	72.7%	No
2. Functioning within age expectations	62	148	41.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	47	106	44.3%	70.0%	No
2. Functioning within age expectations	57	148	38.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	58	105	55.2%	75.0%	No
2. Functioning within age expectations	69	148	46.6%	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
8,623	8,666	99.5%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO 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 Dis	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
1,478	963	514	99.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
176	12	145	19	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
2107	1938	92.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRESNO 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	504	66	13.1%	50%	No
B. Higher Ed or Competitively Employed		90	17.9%	65%	No
C. Any Post-Secondary Ed or Employed		142	28.2%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRUITVALE ELEMENTARY School District

CDS Code	1563479	FMTA Region	2
District Name	FRUITVALE ELEMENTARY	SELPA	1501 Kern County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	Yes	42.3%	89.2%	No
Math	100%	95%	Yes	34.8%	89.5%	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?
*	370	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRUITVALE ELEMENTARY School District

GGGG. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	26	NC		
Hispanic	0	134	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	191	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	251	146	58.2%	>76%	No
B. <40%		76	30.3%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRUITVALE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	54	29	53.7%	>40.9%	Yes
B. Separate		24	44.4%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	238	57.1%	72.7%	No
2. Functioning within age expectations	246	410	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	141	259	54.4%	70.0%	No
2. Functioning within age expectations	225	410	54.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	136	205	66.3%	75.0%	No
2. Functioning within age expectations	268	410	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
370	370	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRUITVALE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	Not Dis	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
66	66	0	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRUITVALE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
335	28	277	27	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FRUITVALE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON ELEMENTARY School District

CDS Code	3066506	FMTA Region	1
District Name	FULLERTON ELEMENTARY	SELPA	3001 N Orange County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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	47.8%	89.2%	No
Math	99%	95%	Yes	48.3%	89.5%	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?
*	1,761	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON ELEMENTARY School District

HHHH. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	153	NC		
African American	0	37	NC		
Hispanic	*	1,036	NC		
Multi-Ethnic	0	90	NC		
Pacific Islander	0	*	NC		
White	0	433	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,154	700	60.7%	>76%	No
B. <40%		289	25.0%	<9%	No
C. Separate Schools		15	1.3%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	290	111	38.3%	>40.9%	No
B. Separate		133	45.9%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	72	105	68.6%	72.7%	No
2. Functioning within age expectations	110	169	65.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	71	107	66.4%	70.0%	No
2. Functioning within age expectations	100	169	59.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	81	111	73.0%	75.0%	No
2. Functioning within age expectations	100	169	59.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,547	1,552	99.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
343	297	38	97.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
145	21	120	*	99.2%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON JOINT UNION HIGH School District

CDS Code	3066514	FMTA Region	1
District Name	FULLERTON JOINT UNION HIGH	SELPA	3001 N Orange County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
67.2	88.55	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
10.8	<22.1%	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%	Yes	26.8%	88.9%	No
Math	100%	95%	Yes	29.9%	88.7%	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?
0	1,547	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON JOINT UNION HIGH School District

IIII. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	90	NC		
African American	0	76	NC		
Hispanic	0	951	NC		
Multi-Ethnic	0	19	NC		
Pacific Islander	0	*	NC		
White	0	403	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,324	643	48.6%	>76%	No
B. <40%		219	16.5%	<9%	No
C. Separate Schools		45	3.4%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	72	105	68.6%	72.7%	No
2. Functioning within age expectations	110	169	65.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	71	107	66.4%	70.0%	No
2. Functioning within age expectations	100	169	59.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	81	111	73.0%	75.0%	No
2. Functioning within age expectations	100	169	59.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,266	1,272	99.5%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON 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?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	63	22	96.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
FULLERTON JOINT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
145	21	120	*	99.2%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
1026	819	79.8%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for FULLERTON 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	50%	NA
B. Higher Ed or Competitively Employed		0	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT JOINT UNION ELEMENTARY School District

CDS Code	3467348	FMTA Region	4
District Name	GALT JOINT UNION ELEMENTARY	SELPA	3401 Sacramento County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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	42.7%	89.2%	No
Math	98%	95%	Yes	47.9%	89.5%	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?
*	739	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT JOINT UNION ELEMENTARY School District

JJJJ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	24	NC		
African American	0	21	NC		
Hispanic	*	403	NC		
Multi-Ethnic	0	35	NC		
Pacific Islander	0	*	NC		
White	0	252	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	512	317	61.9%	>76%	No
B. <40%		95	18.6%	<9%	No
C. Separate Schools		*	0.8%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT 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	88	57	64.8%	>40.9%	Yes
B. Separate		15	17.0%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	60	116	51.7%	72.7%	No
2. Functioning within age expectations	105	193	54.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	68	126	54.0%	70.0%	No
2. Functioning within age expectations	105	193	54.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	77	126	61.1%	75.0%	No
2. Functioning within age expectations	112	193	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
692	692	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT 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?	NA	NA	NA	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
178	142	36	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
GALT JOINT UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
220	20	190	*	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT JOINT UNION HIGH School District

CDS Code	3467355	FMTA Region	4
District Name	GALT JOINT UNION HIGH	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.

Graduation Rate	Target	Target Met
66.0	80.78	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
4.0	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	90%	95%	--	9.6%	88.9%	--
Math	100%	95%	--	22.4%	88.7%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	299	1.3%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT JOINT UNION HIGH School District

KKKK. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	*	*	NC		
Hispanic	*	145	1.4%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	130	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	296	59	19.9%	>76%	No
B. <40%		81	27.4%	<9%	No
C. Separate Schools		*	2.4%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	60	116	51.7%	72.7%	No
2. Functioning within age expectations	105	193	54.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	68	126	54.0%	70.0%	No
2. Functioning within age expectations	105	193	54.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	77	126	61.1%	75.0%	No
2. Functioning within age expectations	112	193	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
293	294	99.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
18	*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT JOINT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
220	20	190	*	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
200	166	83.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GALT 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARDEN GROVE UNIFIED School District

CDS Code	3066522	FMTA Region	1
District Name	GARDEN GROVE UNIFIED	SELPA	3012 Garden Grove 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.

Graduation Rate	Target	Target Met
80.4	87.79	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
10.2	<22.1%	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	99%	95%	Yes	35.5%	89.0%	No
Math	99%	95%	Yes	43.9%	89.1%	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?
*	6,107	0.1%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARDEN GROVE UNIFIED School District

LLLL. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	12	NC	2.54%	No
Asian	*	1,351	NC		
African American	0	76	NC		
Hispanic	*	3,643	0.1%		
Multi-Ethnic	0	199	NC		
Pacific Islander	0	39	NC		
White	0	787	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	4,492	2,142	47.7%	>76%	No
B. <40%		1,171	26.1%	<9%	No
C. Separate Schools		150	3.3%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARDEN GROVE 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	761	166	21.8%	>40.9%	No
B. Separate		532	69.9%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	70	100	70.0%	72.7%	No
2. Functioning within age expectations	138	196	70.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	73	111	65.8%	70.0%	No
2. Functioning within age expectations	133	196	67.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	66	86	76.7%	75.0%	Yes
2. Functioning within age expectations	149	196	76.0%	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
5,971	6,009	99.4%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARDEN GROVE 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?	NA	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
1,029	907	119	99.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARDEN GROVE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
223	20	182	21	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
1219	1043	85.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARDEN GROVE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARFIELD ELEMENTARY School District

CDS Code	1262836	FMTA Region	4
District Name	GARFIELD 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	66.7%	89.2%	--
Math	100%	95%	--	66.7%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	11	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARFIELD ELEMENTARY School District

MMMM. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	11	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARFIELD ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	67	65.7%	72.7%	No
2. Functioning within age expectations	60	99	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	60	60.0%	70.0%	No
2. Functioning within age expectations	63	99	63.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	46	65.2%	75.0%	No
2. Functioning within age expectations	73	99	73.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	12	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARFIELD ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARFIELD ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
61	*	59	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARFIELD ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARVEY ELEMENTARY School District

CDS Code	1964550	FMTA Region	1
District Name	GARVEY ELEMENTARY	SELPA	1908 West San Gabriel Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	Yes	38.9%	89.2%	No
Math	100%	95%	Yes	44.6%	89.5%	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?
0	666	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARVEY ELEMENTARY School District

NNNN. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	234	NC		
African American	0	12	NC		
Hispanic	0	389	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	24	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	449	246	54.8%	>76%	No
B. <40%		148	33.0%	<9%	No
C. Separate Schools		28	6.2%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARVEY ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	38	41.8%	>40.9%	Yes
B. Separate		12	13.2%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	112	175	64.0%	72.7%	No
2. Functioning within age expectations	173	273	63.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	126	181	69.6%	70.0%	No
2. Functioning within age expectations	171	273	62.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	115	160	71.9%	75.0%	No
2. Functioning within age expectations	177	273	64.8%	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
621	626	99.2%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARVEY ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
131	107	23	99.1%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARVEY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
241	37	175	28	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GARVEY ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GATEWAY UNIFIED School District

CDS Code	4575267	FMTA Region	4
District Name	GATEWAY UNIFIED	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.

Graduation Rate	Target	Target Met
76.7	90.00	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
10.0	<22.1%	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	28.2%	89.0%	No
Math	96%	95%	Yes	32.3%	89.1%	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?
*	511	0.6%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GATEWAY UNIFIED School District

OOOO. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	31	NC	2.54%	No
Asian	0	*	NC		
African American	0	14	NC		
Hispanic	*	62	NC		
Multi-Ethnic	0	18	NC		
Pacific Islander	0	0	NC		
White	*	376	0.5%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	325	121	37.2%	>76%	No
B. <40%		100	30.8%	<9%	No
C. Separate Schools		28	8.6%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GATEWAY 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	70	43	61.4%	>40.9%	Yes
B. Separate		*	14.3%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	46	56.5%	72.7%	No
2. Functioning within age expectations	59	88	67.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	29	47	61.7%	70.0%	No
2. Functioning within age expectations	57	88	64.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	22	35	62.9%	75.0%	No
2. Functioning within age expectations	64	88	72.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
448	458	97.8%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GATEWAY 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 Dis	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
73	66	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GATEWAY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
98	13	70	15	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
92	66	71.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GATEWAY 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	24	*	16.7%	50%	No
B. Higher Ed or Competitively Employed		*	16.7%	65%	No
C. Any Post-Secondary Ed or Employed		*	20.8%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GAZELLE UNION ELEMENTARY School District

CDS Code	4770318	FMTA Region	4
District Name	GAZELLE UNION ELEMENTARY	SELPA	4700 Siskiyou County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GAZELLE UNION ELEMENTARY School District

PPPP. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GAZELLE 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	11	15	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	11	NC	70.0%	NA
2. Functioning within age expectations	*	15	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	11	15	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 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GAZELLE 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?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
GAZELLE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
*	*	*	0	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GAZELLE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GENERAL SHAFTER ELEMENTARY School District

CDS Code	1563487	FMTA Region	2
District Name	GENERAL SHAFTER ELEMENTARY	SELPA	1501 Kern County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	36.4%	89.2%	--
Math	100%	95%	--	45.5%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	13	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GENERAL SHAFTER ELEMENTARY School District

QQQQ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GENERAL SHAFTER ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	238	57.1%	72.7%	No
2. Functioning within age expectations	246	410	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	141	259	54.4%	70.0%	No
2. Functioning within age expectations	225	410	54.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	136	205	66.3%	75.0%	No
2. Functioning within age expectations	268	410	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
16	16	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GENERAL SHAFTER ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GENERAL SHAFTER ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
335	28	277	27	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GENERAL SHAFTER ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GERBER UNION ELEMENTARY School District

CDS Code	5271548	FMTA Region	4
District Name	GERBER 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	36.4%	89.2%	--
Math	100%	95%	--	22.7%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	53	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GERBER UNION ELEMENTARY School District

RRRR. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	31	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	19	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	37	27	73.0%	>76%	No
B. <40%		*	13.5%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GERBER 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	16	20	80.0%	72.7%	Yes
2. Functioning within age expectations	24	35	68.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	16	21	76.2%	70.0%	Yes
2. Functioning within age expectations	23	35	65.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	13	15	NC	75.0%	NA
2. Functioning within age expectations	29	35	82.9%	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
54	54	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GERBER 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?	NA	NA	NA	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GERBER UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
20	*	15	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GERBER 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GEYSERVILLE UNIFIED School District

CDS Code	4970706	FMTA Region	3
District Name	GEYSERVILLE 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.

Graduation Rate	Target	Target Met
33.3	28.57	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.0	<22.1%	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%	--	25.0%	89.0%	--
Math	90%	95%	--	32.0%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	34	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GEYSERVILLE UNIFIED School District

SSSS. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	24	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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%	>76%	Yes
B. <40%		*	11.1%	<9%	No
C. Separate Schools		*	2.8%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GEYSERVILLE 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	70	98	71.4%	72.7%	No
2. Functioning within age expectations	206	264	78.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	73	99	73.7%	70.0%	Yes
2. Functioning within age expectations	201	264	76.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	95	78.9%	75.0%	Yes
2. Functioning within age expectations	208	264	78.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
35	37	94.6%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GEYSERVILLE 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?	NA	NA	NA	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GEYSERVILLE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
205	*	170	26	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GEYSERVILLE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	50%	NA
B. Higher Ed or Competitively Employed		0	NC	65%	NA
C. Any Post-Secondary Ed or Employed		0	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY PREP (1278) School District

CDS Code	0123760	FMTA Region	4
District Name	GILROY PREP (1278)	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	13	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY PREP (1278) School District

TTTT. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	14	14	NA	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY PREP (1278) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
15	15	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY PREP (1278) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY PREP (1278) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY PREP (1278) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY UNIFIED School District

CDS Code	4369484	FMTA Region	4
District Name	GILROY UNIFIED	SELPA	4311 Southeast Consortium

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
66.7	85.33	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
11.6	<22.1%	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	38.3%	89.0%	No
Math	98%	95%	Yes	39.9%	89.1%	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?
0	1,406	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY UNIFIED School District

UUUU. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	49	NC		
African American	0	21	NC		
Hispanic	0	957	NC		
Multi-Ethnic	0	19	NC		
Pacific Islander	0	*	NC		
White	0	353	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,095	763	69.7%	>76%	No
B. <40%		192	17.5%	<9%	No
C. Separate Schools		49	4.5%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY 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	143	81	56.6%	>40.9%	Yes
B. Separate		34	23.8%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	131	212	61.8%	72.7%	No
2. Functioning within age expectations	171	307	55.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	129	206	62.6%	70.0%	No
2. Functioning within age expectations	177	307	57.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	124	185	67.0%	75.0%	No
2. Functioning within age expectations	195	307	63.5%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,281	1,284	99.8%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY 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?	NA	Not Dis	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
267	170	96	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
252	52	184	15	99.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
223	216	96.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GILROY 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	43	*	4.7%	50%	No
B. Higher Ed or Competitively Employed		*	7.0%	65%	No
C. Any Post-Secondary Ed or Employed		*	7.0%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDALE UNIFIED School District

CDS Code	1964568	FMTA Region	1
District Name	GLENDALE UNIFIED	SELPA	1912 Foothill

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
65.9	88.08	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
11.0	<22.1%	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	51.1%	89.0%	No
Math	99%	95%	Yes	48.8%	89.1%	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?
0	2,968	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDALE UNIFIED School District

VVVV. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	13	NC	2.54%	No
Asian	0	343	NC		
African American	0	65	NC		
Hispanic	0	1,085	NC		
Multi-Ethnic	0	82	NC		
Pacific Islander	0	*	NC		
White	0	1,378	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,266	972	42.9%	>76%	No
B. <40%		425	18.8%	<9%	No
C. Separate Schools		121	5.3%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDALE 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	312	152	48.7%	>40.9%	Yes
B. Separate		141	45.2%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	32	61	52.5%	72.7%	No
2. Functioning within age expectations	93	134	69.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	44	66	66.7%	70.0%	No
2. Functioning within age expectations	90	134	67.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	37	57	64.9%	75.0%	No
2. Functioning within age expectations	94	134	70.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,029	3,030	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDALE 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?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
573	438	135	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDALE UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
113	13	80	19	98.8%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
587	571	97.3%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDALE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	34	14	41.2%	50%	No
B. Higher Ed or Competitively Employed		24	70.6%	65%	Yes
C. Any Post-Secondary Ed or Employed		29	85.3%	69%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDORA UNIFIED School District

CDS Code	1964576	FMTA Region	1
District Name	GLENDORA 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.

Graduation Rate	Target	Target Met
96.1	95.92	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.0	<22.1%	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	49.7%	89.0%	No
Math	99%	95%	Yes	52.0%	89.1%	Yes - Alt

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,059	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDORA UNIFIED School District

WWWW. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	34	NC		
African American	0	31	NC		
Hispanic	0	401	NC		
Multi-Ethnic	0	44	NC		
Pacific Islander	0	*	NC		
White	*	541	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	837	335	40.0%	>76%	No
B. <40%		141	16.8%	<9%	No
C. Separate Schools		22	2.6%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDORA 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	92	29	31.5%	>40.9%	No
B. Separate		11	12.0%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	199	64.8%	72.7%	No
2. Functioning within age expectations	235	355	66.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	118	193	61.1%	70.0%	No
2. Functioning within age expectations	233	355	65.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	128	192	66.7%	75.0%	No
2. Functioning within age expectations	239	355	67.3%	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
978	985	99.3%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDORA 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?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
173	124	49	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDORA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
262	45	180	36	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
197	115	58.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENDORA 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	61	21	34.4%	50%	No
B. Higher Ed or Competitively Employed		30	49.2%	65%	No
C. Any Post-Secondary Ed or Employed		61	100.0%	69%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENN COUNTY SCHOOLS School District

CDS Code	1110116	FMTA Region	3
District Name	GLENN COUNTY SCHOOLS	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.

Graduation Rate	Target	Target Met
64.0		NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
22.0	<22.1%	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%	--	--%	89.0%	--
Math	100%	95%	--	--%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	27	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENN COUNTY SCHOOLS School District

XXXX. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	11	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	13	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	16	NA	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENN 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	13	15	NC	72.7%	NA
2. Functioning within age expectations	11	22	50.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	13	16	NC	70.0%	NA
2. Functioning within age expectations	11	22	50.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	14	15	NC	75.0%	NA
2. Functioning within age expectations	16	22	72.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
45	47	95.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENN 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?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
GLENN COUNTY SCHOOLS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
22	0	22	0	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
14	13	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GLENN 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	19	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		19	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD OAK UNION ELEMENTARY School District

CDS Code	0961879	FMTA Region	4
District Name	GOLD OAK 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	33.3%	89.2%	--
Math	93%	95%	--	45.5%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	74	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD OAK UNION ELEMENTARY School District

YYYY. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	65	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	33	70.2%	>76%	No
B. <40%		*	6.4%	<9%	Yes
C. Separate Schools		*	2.1%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD OAK 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	38	71.1%	72.7%	No
2. Functioning within age expectations	49	70	70.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	24	35	68.6%	70.0%	No
2. Functioning within age expectations	47	70	67.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	18	27	66.7%	75.0%	No
2. Functioning within age expectations	51	70	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
72	72	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD OAK 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?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	22	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD OAK UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
51	*	49	0	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD OAK 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD TRAIL UNION ELEMENTARY School District

CDS Code	0961887	FMTA Region	4
District Name	GOLD TRAIL 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	85%	95%	--	45.3%	89.2%	--
Math	84%	95%	--	38.5%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	78	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD TRAIL UNION ELEMENTARY School District

ZZZZ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	59	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	39	72.2%	>76%	No
B. <40%		*	7.4%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD TRAIL 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	38	71.1%	72.7%	No
2. Functioning within age expectations	49	70	70.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	24	35	68.6%	70.0%	No
2. Functioning within age expectations	47	70	67.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	18	27	66.7%	75.0%	No
2. Functioning within age expectations	51	70	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
77	77	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD TRAIL 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?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	23	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD TRAIL UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
51	*	49	0	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLD TRAIL 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN FEATHER UNION ELEMENTARY School District

CDS Code	0461457	FMTA Region	4
District Name	GOLDEN FEATHER UNION ELEMENTARY	SELPA	0400 Butte County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	77%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	27	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN FEATHER UNION ELEMENTARY School District

AAAAA. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	21	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	*	NA	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN FEATHER 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	36	67	53.7%	72.7%	No
2. Functioning within age expectations	76	121	62.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	32	65	49.2%	70.0%	No
2. Functioning within age expectations	81	121	66.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	32	60	53.3%	75.0%	No
2. Functioning within age expectations	80	121	66.1%	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
36	37	97.3%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN FEATHER 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?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN FEATHER UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
94	13	59	18	93.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN FEATHER 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER (1277) School District

CDS Code	0123752	FMTA Region	4
District Name	GOLDEN LAKES CHARTER (1277)	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	50%	95%	--	--%	89.2%	--
Math	75%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	13	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER (1277) School District

BBBBB. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	12	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER (1277) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
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
14	14	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER (1277) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER (1277) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER (1277) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	50%	NA
B. Higher Ed or Competitively Employed		0	NC	65%	NA
C. Any Post-Secondary Ed or Employed		0	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER SCHOOL AT LA GRANGE School District

CDS Code	0127290	FMTA Region	4
District Name	GOLDEN LAKES CHARTER SCHOOL AT LA GRANGE	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
0.0		NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
100.0	<22.1%	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%	--	--%	88.9%	--
Math	100%	95%	--	--%	88.7%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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	2.54%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER SCHOOL AT LA GRANGE School District

CCCCC. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.54%	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 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		NA	NC	<9%	NA
C. Separate Schools		NA	NC	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER SCHOOL AT LA GRANGE School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
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	NA	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER SCHOOL AT LA GRANGE School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
GOLDEN LAKES CHARTER SCHOOL AT LA GRANGE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN LAKES CHARTER SCHOOL AT LA GRANGE School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN PLAINS UNIFIED School District

CDS Code	1075234	FMTA Region	2
District Name	GOLDEN PLAINS 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.

Graduation Rate	Target	Target Met
42.9	82.26	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
57.1	<22.1%	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	76%	95%	--	31.4%	89.0%	--
Math	100%	95%	--	19.1%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	175	1.1%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN PLAINS UNIFIED School District

DDDDD. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	*	166	1.2%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	82	66.7%	>76%	No
B. <40%		21	17.1%	<9%	No
C. Separate Schools		*	4.1%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN PLAINS 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	80	138	58.0%	72.7%	No
2. Functioning within age expectations	123	222	55.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	72	147	49.0%	70.0%	No
2. Functioning within age expectations	106	222	47.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	66	116	56.9%	75.0%	No
2. Functioning within age expectations	135	222	60.8%	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
162	163	99.4%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN PLAINS 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?	NA	NA	NA	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN PLAINS UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
161	*	147	*	98.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN PLAINS 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN VALLEY UNIFIED SCHOOL DISTRICT School District

CDS Code	2075580	FMTA Region	2
District Name	GOLDEN VALLEY UNIFIED SCHOOL DISTRICT	SELPA	2000 Madera-Mariposa County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
57.9	84.35	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
15.8	<22.1%	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	91%	95%	No	34.4%	89.0%	--
Math	91%	95%	No	34.4%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	275	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN VALLEY UNIFIED SCHOOL DISTRICT School District

EEEEE. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	*	17	NC		
Hispanic	0	100	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	136	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	216	154	71.3%	>76%	No
B. <40%		33	15.3%	<9%	No
C. Separate Schools		*	3.7%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN VALLEY 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	22	14	63.6%	>40.9%	Yes
B. Separate		*	9.1%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	39	55	70.9%	72.7%	No
2. Functioning within age expectations	53	89	59.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	35	58	60.3%	70.0%	No
2. Functioning within age expectations	49	89	55.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	47	63.8%	75.0%	No
2. Functioning within age expectations	60	89	67.4%	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
247	252	98.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN VALLEY 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
38	21	14	87.5%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
GOLDEN VALLEY UNIFIED SCHOOL DISTRICT School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
76	0	75	0	98.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
68	36	52.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLDEN VALLEY 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLETA UNION ELEMENTARY School District

CDS Code	4269195	FMTA Region	2
District Name	GOLETA UNION ELEMENTARY	SELPA	4200 Santa Barbara County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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	42.6%	89.2%	No
Math	99%	95%	Yes	47.7%	89.5%	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?
0	665	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLETA UNION ELEMENTARY School District

FFFFF. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	20	NC		
African American	0	*	NC		
Hispanic	0	403	NC		
Multi-Ethnic	0	26	NC		
Pacific Islander	0	0	NC		
White	0	203	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	419	235	56.1%	>76%	No
B. <40%		59	14.1%	<9%	No
C. Separate Schools		*	0.2%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLETA 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	133	91	68.4%	>40.9%	Yes
B. Separate		*	3.8%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	103	144	71.5%	72.7%	No
2. Functioning within age expectations	206	291	70.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	110	159	69.2%	70.0%	No
2. Functioning within age expectations	186	291	63.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	104	142	73.2%	75.0%	No
2. Functioning within age expectations	213	291	73.2%	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
642	645	99.5%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLETA 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	100	29	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLETA UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
228	29	194	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOLETA 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOMPERS PREPARATORY School District

CDS Code	0119610	FMTA Region	4
District Name	GOMPERS PREPARATORY	SELPA	0951 El Dorado 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.

Graduation Rate	Target	Target Met
92.3	95.95	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.0	<22.1%	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%	Yes - Alt	22.5%	88.9%	No
Math	100%	95%	Yes - Alt	11.8%	88.7%	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?
0	165	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOMPERS PREPARATORY School District

GGGGG. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	31	NC		
Hispanic	0	128	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	141	108	76.6%	>76%	Yes
B. <40%		*	2.1%	<9%	Yes
C. Separate Schools		*	0.7%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOMPERS 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
147	147	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOMPERS 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?	NA	NA	Not Dis	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOMPERS PREPARATORY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
42	30	71.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GOMPERS 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	50%	NA
B. Higher Ed or Competitively Employed		0	NC	65%	NA
C. Any Post-Secondary Ed or Employed		0	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GONZALES UNIFIED School District

CDS Code	2775473	FMTA Region	2
District Name	GONZALES 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.

Graduation Rate	Target	Target Met
44.4	87.95	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
11.1	<22.1%	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%	89.0%	No
Math	94%	95%	Yes - Alt	26.0%	89.1%	Yes - Alt

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	236	1.3%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GONZALES UNIFIED School District

HHHHH. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	*	215	0.9%		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	*	16	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	199	115	57.8%	>76%	No
B. <40%		48	24.1%	<9%	No
C. Separate Schools		*	1.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GONZALES 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	16	*	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	68	126	54.0%	72.7%	No
2. Functioning within age expectations	67	159	42.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	74	130	56.9%	70.0%	No
2. Functioning within age expectations	58	159	36.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	81	122	66.4%	75.0%	No
2. Functioning within age expectations	77	159	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
232	232	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GONZALES 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?	NA	NA	NA	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
22	17	*	85.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
GONZALES UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
99	*	88	*	92.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GONZALES 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GORMAN ELEMENTARY School District

CDS Code	1964584	FMTA Region	1
District Name	GORMAN ELEMENTARY	SELPA	1911 Antelope Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	84	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GORMAN ELEMENTARY School District

IIIII. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	26	NC		
Multi-Ethnic	0	29	NC		
Pacific Islander	0	0	NC		
White	0	22	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	61	55	90.2%	>76%	Yes
B. <40%		*	1.6%	<9%	Yes
C. Separate Schools		*	4.9%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GORMAN ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	78	122	63.9%	72.7%	No
2. Functioning within age expectations	110	197	55.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	79	125	63.2%	70.0%	No
2. Functioning within age expectations	110	197	55.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	76	98	77.6%	75.0%	Yes
2. Functioning within age expectations	142	197	72.1%	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
81	81	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GORMAN ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GORMAN ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
129	17	62	50	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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	17	81.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GORMAN ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRANT ELEMENTARY School District

CDS Code	4570003	FMTA Region	4
District Name	GRANT 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	56.8%	89.2%	--
Math	96%	95%	--	59.5%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	48	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRANT ELEMENTARY School District

JJJJJ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	41	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	17	53.1%	>76%	No
B. <40%		*	3.1%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRANT ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	46	56.5%	72.7%	No
2. Functioning within age expectations	59	88	67.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	29	47	61.7%	70.0%	No
2. Functioning within age expectations	57	88	64.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	22	35	62.9%	75.0%	No
2. Functioning within age expectations	64	88	72.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
47	47	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRANT ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRANT ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
98	13	70	15	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRANT ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRASS VALLEY ELEMENTARY School District

CDS Code	2966332	FMTA Region	4
District Name	GRASS VALLEY 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	34.3%	89.2%	No
Math	97%	95%	Yes	29.0%	89.5%	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?
*	273	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRASS VALLEY ELEMENTARY School District

KKKKK. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	44	NC		
Multi-Ethnic	0	13	NC		
Pacific Islander	0	0	NC		
White	*	202	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	192	146	76.0%	>76%	Yes
B. <40%		24	12.5%	<9%	No
C. Separate Schools		*	0.5%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRASS VALLEY ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	41	35	85.4%	>40.9%	Yes
B. Separate		*	14.6%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	16	20	80.0%	72.7%	Yes
2. Functioning within age expectations	25	34	73.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	16	22	72.7%	70.0%	Yes
2. Functioning within age expectations	22	34	64.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	11	13	NC	75.0%	NA
2. Functioning within age expectations	29	34	85.3%	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
289	290	99.7%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRASS VALLEY ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
77	61	16	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRASS VALLEY ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
24	0	24	0	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRASS VALLEY ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRATTON ELEMENTARY School District

CDS Code	5071084	FMTA Region	2
District Name	GRATTON ELEMENTARY	SELPA	5001 Stanislaus County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	12	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRATTON ELEMENTARY School District

LLLLL. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRATTON ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	78	145	53.8%	72.7%	No
2. Functioning within age expectations	120	228	52.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	81	152	53.3%	70.0%	No
2. Functioning within age expectations	119	228	52.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	85	130	65.4%	75.0%	No
2. Functioning within age expectations	140	228	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 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRATTON ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRATTON ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
155	24	113	18	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRATTON ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVENSTEIN UNION ELEMENTARY School District

CDS Code	4970714	FMTA Region	3
District Name	GRAVENSTEIN UNION ELEMENTARY	SELPA	4900 Sonoma County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	57.4%	89.2%	--
Math	99%	95%	--	55.4%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	63	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVENSTEIN UNION ELEMENTARY School District

MMMMM. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	51	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	32	60.4%	>76%	No
B. <40%		*	5.7%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVENSTEIN 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	70	98	71.4%	72.7%	No
2. Functioning within age expectations	206	264	78.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	73	99	73.7%	70.0%	Yes
2. Functioning within age expectations	201	264	76.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	95	78.9%	75.0%	Yes
2. Functioning within age expectations	208	264	78.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
69	69	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVENSTEIN 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?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	12	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
GRAVENSTEIN UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
205	*	170	26	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVENSTEIN 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVES ELEMENTARY School District

CDS Code	2766027	FMTA Region	2
District Name	GRAVES ELEMENTARY	SELPA	2700 Monterey County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVES ELEMENTARY School District

NNNNN. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	0	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVES ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	68	126	54.0%	72.7%	No
2. Functioning within age expectations	67	159	42.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	74	130	56.9%	70.0%	No
2. Functioning within age expectations	58	159	36.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	81	122	66.4%	75.0%	No
2. Functioning within age expectations	77	159	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
*	*	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVES ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVES ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
99	*	88	*	92.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRAVES ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREEN POINT ELEMENTARY School District

CDS Code	1262851	FMTA Region	4
District Name	GREEN POINT 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	--%	89.2%	--
Math	0%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREEN POINT ELEMENTARY School District

OOOOO. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREEN POINT ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	67	65.7%	72.7%	No
2. Functioning within age expectations	60	99	60.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	36	60	60.0%	70.0%	No
2. Functioning within age expectations	63	99	63.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	30	46	65.2%	75.0%	No
2. Functioning within age expectations	73	99	73.7%	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 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREEN POINT ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREEN POINT ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
61	*	59	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREEN POINT ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD UNION School District

CDS Code	1563503	FMTA Region	2
District Name	GREENFIELD UNION	SELPA	1501 Kern County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	36.7%	89.2%	No
Math	99%	95%	Yes	41.3%	89.5%	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?
17	1,019	1.7%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD UNION School District

PPPPP. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	Yes
Asian	0	12	NC		
African American	*	126	4.0%		
Hispanic	*	722	1.1%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	150	2.7%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	705	332	47.1%	>76%	No
B. <40%		197	27.9%	<9%	No
C. Separate Schools		*	0.9%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD 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	123	55	44.7%	>40.9%	Yes
B. Separate		65	52.8%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	238	57.1%	72.7%	No
2. Functioning within age expectations	246	410	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	141	259	54.4%	70.0%	No
2. Functioning within age expectations	225	410	54.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	136	205	66.3%	75.0%	No
2. Functioning within age expectations	268	410	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
995	1,002	99.3%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD 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?	NA	NA	Not Dis	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	119	23	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
335	28	277	27	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD UNION ELEMENTARY School District

CDS Code	2766035	FMTA Region	2
District Name	GREENFIELD UNION ELEMENTARY	SELPA	2700 Monterey County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	39.4%	89.2%	Yes - Alt
Math	99%	95%	Yes	41.7%	89.5%	Yes - Alt

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	306	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD UNION ELEMENTARY School District

QQQQQ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	281	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	20	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	224	161	71.9%	>76%	No
B. <40%		48	21.4%	<9%	No
C. Separate Schools		*	2.2%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD 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	35	17	48.6%	>40.9%	Yes
B. Separate		*	11.4%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	68	126	54.0%	72.7%	No
2. Functioning within age expectations	67	159	42.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	74	130	56.9%	70.0%	No
2. Functioning within age expectations	58	159	36.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	81	122	66.4%	75.0%	No
2. Functioning within age expectations	77	159	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
241	242	99.6%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD 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?	NA	NA	NA	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	28	16	77.8%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
99	*	88	*	92.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals 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 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GREENFIELD 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRENADA ELEMENTARY School District

CDS Code	4770326	FMTA Region	4
District Name	GRENADA 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	57.1%	89.2%	--
Math	100%	95%	--	64.3%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	24	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRENADA ELEMENTARY School District

RRRRR. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	20	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	15	12	NA	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		*	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRENADA ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		0	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	11	15	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	11	NC	70.0%	NA
2. Functioning within age expectations	*	15	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	11	15	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
21	21	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRENADA ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRENADA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
*	*	*	0	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRENADA ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIDLEY UNIFIED School District

CDS Code	0475507	FMTA Region	4
District Name	GRIDLEY 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.

Graduation Rate	Target	Target Met
40.0	81.97	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
40.0	<22.1%	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%	--	37.5%	89.0%	--
Math	96%	95%	--	42.4%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	257	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIDLEY UNIFIED School District

SSSSS. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	132	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	114	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	201	129	64.2%	>76%	No
B. <40%		24	11.9%	<9%	No
C. Separate Schools		*	3.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIDLEY UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	29	21	72.4%	>40.9%	Yes
B. Separate		*	10.3%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	36	67	53.7%	72.7%	No
2. Functioning within age expectations	76	121	62.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	32	65	49.2%	70.0%	No
2. Functioning within age expectations	81	121	66.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	32	60	53.3%	75.0%	No
2. Functioning within age expectations	80	121	66.1%	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
255	255	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIDLEY 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?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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	38	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIDLEY UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
94	13	59	18	93.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
51	50	98.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIDLEY 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	13	0	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIMMWAY ACADEMY School District

CDS Code	0124040	FMTA Region	1
District Name	GRIMMWAY ACADEMY	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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	25.8%	89.2%	--
Math	100%	95%	--	64.5%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students 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	2.54%	NA

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIMMWAY ACADEMY School District

TTTTT. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	NA	NC	2.54%	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 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	>76%	NA
B. <40%		NA	NC	<9%	NA
C. Separate Schools		NA	NC	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIMMWAY 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early 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	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
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	NA	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIMMWAY 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?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIMMWAY ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GRIMMWAY 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GROSSMONT UNION HIGH School District

CDS Code	3768130	FMTA Region	5
District Name	GROSSMONT UNION HIGH	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.

Graduation Rate	Target	Target Met
58.6	77.42	No

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
13.0	<22.1%	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	23.0%	88.9%	No
Math	97%	95%	Yes	27.5%	88.7%	Yes - Alt

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
46	3,541	1.3%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GROSSMONT UNION HIGH School District

UUUUU. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	51	NC	2.54%	No
Asian	0	56	NC		
African American	*	411	2.2%		
Hispanic	15	1,100	1.4%		
Multi-Ethnic	*	166	2.4%		
Pacific Islander	0	27	NC		
White	18	1,730	1.0%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	2,920	994	34.0%	>76%	No
B. <40%		663	22.7%	<9%	No
C. Separate Schools		222	7.6%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GROSSMONT 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	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	80	110	72.7%	72.7%	Yes
2. Functioning within age expectations	161	230	70.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	77	112	68.8%	70.0%	No
2. Functioning within age expectations	162	230	70.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	77	113	68.1%	75.0%	No
2. Functioning within age expectations	163	230	70.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,274	3,276	99.9%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GROSSMONT 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 Dis	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
94	77	16	98.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GROSSMONT UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
126	0	120	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
2224	2216	99.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GROSSMONT 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	546	72	13.2%	50%	No
B. Higher Ed or Competitively Employed		149	27.3%	65%	No
C. Any Post-Secondary Ed or Employed		245	44.9%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUADALUPE UNION ELEMENTARY School District

CDS Code	4269203	FMTA Region	2
District Name	GUADALUPE UNION ELEMENTARY	SELPA	4200 Santa Barbara County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	20.7%	89.2%	--
Math	96%	95%	--	21.8%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	152	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUADALUPE UNION ELEMENTARY School District

VVVVV. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	*	140	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	11	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	96	53	55.2%	>76%	No
B. <40%		28	29.2%	<9%	No
C. Separate Schools		*	1.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUADALUPE 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	16	66.7%	>40.9%	Yes
B. Separate		*	25.0%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	103	144	71.5%	72.7%	No
2. Functioning within age expectations	206	291	70.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	110	159	69.2%	70.0%	No
2. Functioning within age expectations	186	291	63.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	104	142	73.2%	75.0%	No
2. Functioning within age expectations	213	291	73.2%	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
141	142	99.3%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUADALUPE 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?	NA	NA	NA	Not Dis	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
27	21	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUADALUPE UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
228	29	194	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUADALUPE 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	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUERNEVILLE ELEMENTARY School District

CDS Code	4970722	FMTA Region	3
District Name	GUERNEVILLE 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.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet 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%	--	33.3%	89.2%	--
Math	100%	95%	--	40.0%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	79	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUERNEVILLE ELEMENTARY School District

WWWWW. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	12	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	61	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (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	34	61.8%	>76%	No
B. <40%		*	14.5%	<9%	No
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUERNEVILLE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	70	98	71.4%	72.7%	No
2. Functioning within age expectations	206	264	78.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	73	99	73.7%	70.0%	Yes
2. Functioning within age expectations	201	264	76.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	95	78.9%	75.0%	Yes
2. Functioning within age expectations	208	264	78.8%	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
27	29	93.1%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUERNEVILLE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of 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 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
GUERNEVILLE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
205	*	170	26	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUERNEVILLE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for GUSTINE UNIFIED School District

CDS Code	2473619	FMTA Region	2
District Name	GUSTINE 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.

Graduation Rate	Target	Target Met
81.8	80.00	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
18.2	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	21.4%	89.0%	--
Math	93%	95%	Yes - Alt	17.0%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	202	1.5%	2.54%	No

NOTE: "NA" indicates that the there was no data for 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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XXXXX. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	*	*	NC		
African American	0	*	NC		
Hispanic	*	142	1.4%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	49	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	160	66	41.3%	>76%	No
B. <40%		24	15.0%	<9%	No
C. Separate Schools		*	5.0%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for 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	*	*	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	53	75	70.7%	72.7%	No
2. Functioning within age expectations	62	107	57.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	48	78	61.5%	70.0%	No
2. Functioning within age expectations	55	107	51.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	45	61	73.8%	75.0%	No
2. Functioning within age expectations	69	107	64.5%	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
192	192	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

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Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
32	27	*	100.0%	100%	Yes

Data Source: June 2013 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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*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
104	*	100	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
37	19	51.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, 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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Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.