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

| | | | |
|---|---|---|---|
| CDS Code | 4570094 | FMTA Region | 4 |
| District Name | PACHECO UNION ELEMENTARY | SELPA | 4500 Shasta County |

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

| 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% | -- | 29.5% | 89.2% | -- |
| Math | 100% | 95% | -- | 27.3% | 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 | 70 | 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 PACHECO UNION ELEMENTARY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total No. of Students (Age 3-22) | Percent of Students Suspended or Expelled for More than Ten Days | Statewide Rate | Over Statewide Rate? |
|---|---|---|---|---|---|
| American Indian | 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 | 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% | 46 | 19 | 41.3% | >76% | No |
| B. <40% | | * | 19.6% | <9% | No |
| C. Separate Schools | | * | 13.0% | <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 PACHECO 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 | 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 |
|---|---|---|---|---|
| 66 | 67 | 98.5% | >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 PACHECO 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 |
|---|---|---|---|---|---|
| 20 | 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 PACHECO 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 |
|---|---|---|---|---|---|---|
| 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 PACHECO 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 PACIFIC COLLEGIATE CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 4430252 | FMTA Region | 3 |
| District Name | PACIFIC COLLEGIATE CHARTER | SELPA | 4401 N Santa Cruz County |

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

| 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% | -- | 63.6% | 88.9% | -- |
| Math | 100% | 95% | -- | 72.7% | 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 | 17 | 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 PACIFIC COLLEGIATE CHARTER 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 | * | NC | 2.54% | No |
| Asian | 0 | 0 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | * | NC | | |
| Multi-Ethnic | 0 | 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% | | 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 PACIFIC COLLEGIATE 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 | * | 21 | 28.6% | 72.7% | No |
| 2. Functioning within age expectations | 24 | 41 | 58.5% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 11 | 20 | 55.0% | 70.0% | No |
| 2. Functioning within age expectations | 24 | 41 | 58.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 13 | 20 | 65.0% | 75.0% | No |
| 2. Functioning within age expectations | 26 | 41 | 63.4% | 79.0% | No |

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

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

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

*Data Source: June 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 PACIFIC COLLEGIATE 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 PACIFIC COLLEGIATE 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 |
|---|---|---|---|---|---|---|
| 44 | * | 36 | * | 97.3% | 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 PACIFIC COLLEGIATE 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 PACIFIC ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4469781 | FMTA Region | 3 |
| District Name | PACIFIC ELEMENTARY | SELPA | 4401 N Santa Cruz County |

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

| 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 | 93% | 95% | -- | 30.8% | 89.2% | -- |
| Math | 93% | 95% | -- | 46.2% | 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 | 22 | 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 PACIFIC ELEMENTARY 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 | 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 | 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% | 15 | 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 PACIFIC ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | * | 21 | 28.6% | 72.7% | No |
| 2. Functioning within age expectations | 24 | 41 | 58.5% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 11 | 20 | 55.0% | 70.0% | No |
| 2. Functioning within age expectations | 24 | 41 | 58.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 13 | 20 | 65.0% | 75.0% | No |
| 2. Functioning within age expectations | 26 | 41 | 63.4% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 17 | 18 | NC | >90% | NA |

*Data Source: June 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 PACIFIC ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 PACIFIC ELEMENTARY School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|---|---|
| 44 | * | 36 | * | 97.3% | 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 PACIFIC ELEMENTARY School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PACIFIC GROVE UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 2766134 | FMTA Region | 2 |
| District Name | PACIFIC GROVE 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 |
|---|---|---|
| 100.0 | 95.00 | 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 |
|---|---|---|
| 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 | 47.0% | 89.0% | No |
| Math | 99% | 95% | Yes | 39.3% | 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? |
|---|---|---|---|---|
| 0 | 249 | 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 PACIFIC GROVE UNIFIED 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 | 15 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 48 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 168 | 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% | 202 | 111 | 55.0% | >76% | No |
| B. <40% | | 40 | 19.8% | <9% | No |
| C. Separate Schools | | * | 3.5% | <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 PACIFIC 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 | 24 | 21 | 87.5% | >40.9% | Yes |
| B. Separate | | * | 8.3% | <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 | 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 |
|---|---|---|---|---|
| 262 | 262 | 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 PACIFIC 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 | 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 |
|---|---|---|---|---|---|
| 37 | 24 | 12 | 96.0% | 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 PACIFIC 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 42 | 38 | 90.5% | 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 PACIFIC 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 | * | 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 PACIFIC UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1062356 | FMTA Region | 2 |
| District Name | PACIFIC UNION ELEMENTARY | SELPA | 1001 Fresno County |

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

| 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% | -- | 20.0% | 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 | 44 | 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 PACIFIC UNION ELEMENTARY 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 | 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 | 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 | 16 | 69.6% | >76% | No |
| B. <40% | | * | 21.7% | <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 PACIFIC 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 | 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 | 42 | 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 PACIFIC 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 |
|---|---|---|---|---|---|
| * | * | 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
PACIFIC 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 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 PACIFIC 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 PACIFIC UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1262976 | FMTA Region | 4 |
| District Name | PACIFIC UNION ELEMENTARY | SELPA | 1200 Humboldt-Del Norte |

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

| 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% | -- | 20.0% | 89.2% | -- |
| Math | 99% | 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 | 97 | 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 PACIFIC 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% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 25 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 55 | 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 | 60 | 89.6% | >76% | Yes |
| B. <40% | | * | 6.0% | <9% | Yes |
| 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 PACIFIC 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 | 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 | 100 | 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 PACIFIC 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 |
|---|---|---|---|---|---|
| 21 | 18 | * | 94.7% | 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 PACIFIC 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 |
|---|---|---|---|---|---|---|
| 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 | 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 PACIFIC 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 PACIFICA SCHOOL DISTRICT School District

| | | | |
|---|---|---|---|
| CDS Code | 4168932 | FMTA Region | 3 |
| District Name | PACIFICA SCHOOL DISTRICT | SELPA | 4100 San Mateo County |

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

| 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 | 36.4% | 89.2% | No |
| Math | 97% | 95% | Yes | 34.5% | 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 | 343 | 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 PACIFICA SCHOOL DISTRICT 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 | 47 | NC | | |
| African American | 0 | 13 | NC | | |
| Hispanic | 0 | 89 | NC | | |
| Multi-Ethnic | 0 | 15 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 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% | 266 | 159 | 59.8% | >76% | No |
| B. <40% | | 51 | 19.2% | <9% | No |
| C. Separate Schools | | * | 1.9% | <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 PACIFICA 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 | 25 | * | 16.0% | >40.9% | No |
| B. Separate | | * | 40.0% | <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 | 81 | 138 | 58.7% | 72.7% | No |
| 2. Functioning within age expectations | 217 | 312 | 69.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 90 | 135 | 66.7% | 70.0% | No |
| 2. Functioning within age expectations | 230 | 312 | 73.7% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 93 | 147 | 63.3% | 75.0% | No |
| 2. Functioning within age expectations | 217 | 312 | 69.6% | 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 |
|---|---|---|---|---|
| 291 | 291 | 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 PACIFICA 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 | 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 | 58 | 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
PACIFICA 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 |
|---|---|---|---|---|---|---|
| 242 | 31 | 165 | 46 | 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 PACIFICA 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 PAJARO VALLEY JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 4469799 | FMTA Region | 3 |
| District Name | PAJARO VALLEY JOINT UNIFIED | SELPA | 4411 Pajaro Valley Jt 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 |
|---|---|---|
| 75.0 | 85.88 | 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 |
|---|---|---|
| 13.5 | <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 | 29.2% | 89.0% | No |
| Math | 98% | 95% | Yes | 32.5% | 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? |
|---|---|---|---|---|
| * | 3,016 | 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 PAJARO VALLEY JOINT UNIFIED 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 | 20 | NC | | |
| African American | 0 | 19 | NC | | |
| Hispanic | * | 2,450 | 0.1% | | |
| Multi-Ethnic | 0 | 67 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 452 | 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% | 2,334 | 1,277 | 54.7% | >76% | No |
| B. <40% | | 549 | 23.5% | <9% | No |
| C. Separate Schools | | 72 | 3.1% | <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 PAJARO VALLEY JOINT UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 287 | 279 | 97.2% | >40.9% | Yes |
| B. Separate | | * | 2.8% | <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 | 25 | 36 | 69.4% | 72.7% | No |
| 2. Functioning within age expectations | 37 | 62 | 59.7% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 16 | 33 | 48.5% | 70.0% | No |
| 2. Functioning within age expectations | 34 | 62 | 54.8% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 18 | 32 | 56.3% | 75.0% | No |
| 2. Functioning within age expectations | 39 | 62 | 62.9% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 2,546 | 2,563 | 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 PAJARO VALLEY JOINT UNIFIED School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | NA | Not Dis | NA | Not Dis | Disp | 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 |
|---|---|---|---|---|---|
| 508 | 384 | 124 | 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 PAJARO VALLEY JOINT UNIFIED School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Percent On Time Eligible | Target | Met Target |
|---|---|---|---|---|---|---|
| 38 | 0 | 35 | * | 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 |
|---|---|---|---|---|
| 521 | 512 | 98.3% | 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 PAJARO VALLEY JOINT UNIFIED School District

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

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

| Measure | Leavers | Number of Leavers in the Category | Percent of Leavers in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | 115 | 37 | 32.2% | 50% | No |
| B. Higher Ed or Competitively Employed | | 51 | 44.3% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 61 | 53.0% | 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 PALERMO UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 0461523 | FMTA Region | 4 |
| District Name | PALERMO 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 | 92% | 95% | -- | 33.6% | 89.2% | -- |
| Math | 98% | 95% | -- | 38.3% | 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? |
|---|---|---|---|---|
| * | 171 | 4.7% | 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 PALERMO UNION ELEMENTARY 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 | 12 | NC | 2.54% | Yes |
| Asian | 0 | * | NC | | |
| African American | * | * | NC | | |
| Hispanic | * | 47 | NC | | |
| Multi-Ethnic | * | 13 | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | * | 90 | 5.6% | | |

*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% | 117 | 49 | 41.9% | >76% | No |
| B. <40% | | 16 | 13.7% | <9% | No |
| C. Separate Schools | | * | 1.7% | <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 PALERMO UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 28 | 25 | 89.3% | >40.9% | Yes |
| B. Separate | | * | 7.1% | <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 | 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 |
|---|---|---|---|---|
| 183 | 183 | 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 PALERMO 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 |
|---|---|---|---|---|---|
| 55 | 39 | 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 PALERMO 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 |
|---|---|---|---|---|
| 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 PALERMO 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 PALM SPRINGS UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3367173 | FMTA Region | 5 |
| District Name | PALM SPRINGS UNIFIED | SELPA | 3301 Riverside County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 62.8 | 83.71 | 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 |
|---|---|---|
| 12.4 | <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 | 32.2% | 89.0% | No |
| Math | 99% | 95% | Yes | 35.0% | 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? |
|---|---|---|---|---|
| 38 | 2,502 | 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.

# 2012–13 District Level Special Education Annual Performance Report Measure for PALM SPRINGS UNIFIED 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 | 12 | NC | 2.54% | Yes |
| Asian | 0 | 53 | NC | | |
| African American | * | 215 | 4.7% | | |
| Hispanic | 23 | 1,683 | 1.4% | | |
| Multi-Ethnic | 0 | 38 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 496 | 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% | 1,933 | 876 | 45.3% | >76% | No |
| B. <40% | | 574 | 29.7% | <9% | No |
| C. Separate Schools | | 23 | 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 PALM SPRINGS UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 198 | 133 | 67.2% | >40.9% | Yes |
| B. Separate | | 62 | 31.3% | <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 | 267 | 432 | 61.8% | 72.7% | No |
| 2. Functioning within age expectations | 467 | 758 | 61.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 281 | 444 | 63.3% | 70.0% | No |
| 2. Functioning within age expectations | 466 | 758 | 61.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 270 | 391 | 69.1% | 75.0% | No |
| 2. Functioning within age expectations | 505 | 758 | 66.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 2,473 | 2,489 | 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 PALM SPRINGS UNIFIED School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 |
|---|---|---|---|---|---|
| 501 | 260 | 241 | 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 PALM SPRINGS UNIFIED School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Percent On Time Eligible | Target | Met Target |
|---|---|---|---|---|---|---|
| 467 | 57 | 363 | 44 | 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 |
|---|---|---|---|---|
| 432 | 430 | 99.5% | 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 PALM SPRINGS UNIFIED School District

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

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

| Measure | Leavers | Number of Leavers in the Category | Percent of Leavers in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | 108 | * | 5.6% | 50% | No |
| B. Higher Ed or Competitively Employed | | * | 7.4% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 27 | 25.0% | 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 PALMDALE ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1964857 | FMTA Region | 1 |
| District Name | PALMDALE 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 | 26.8% | 89.2% | No |
| Math | 100% | 95% | Yes | 29.6% | 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? |
|---|---|---|---|---|
| 11 | 2,957 | 0.4% | 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 PALMDALE 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 | 34 | NC | | |
| African American | * | 775 | 0.9% | | |
| Hispanic | * | 1,755 | 0.2% | | |
| Multi-Ethnic | * | 113 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 269 | 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% | 2,112 | 783 | 37.1% | >76% | No |
| B. <40% | | 667 | 31.6% | <9% | No |
| C. Separate Schools | | 60 | 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 PALMDALE ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 283 | 83 | 29.3% | >40.9% | No |
| B. Separate | | 124 | 43.8% | <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 | 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 |
|---|---|---|---|---|
| 2,793 | 2,805 | 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 PALMDALE ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 518 | 315 | 203 | 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 PALMDALE ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PALO ALTO UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 4369641 | FMTA Region | 4 |
| District Name | PALO ALTO UNIFIED | SELPA | 4301 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 |
|---|---|---|
| 86.1 | 94.62 | 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 |
|---|---|---|
| 10.2 | <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 | 94% | 95% | No | 63.0% | 89.0% | No |
| Math | 94% | 95% | No | 59.2% | 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 | 1,366 | 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 PALO ALTO UNIFIED 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 | 197 | NC | | |
| African American | 0 | 92 | NC | | |
| Hispanic | 0 | 289 | NC | | |
| Multi-Ethnic | 0 | 107 | NC | | |
| Pacific Islander | 0 | 18 | NC | | |
| White | 0 | 660 | 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% | 1,094 | 703 | 64.3% | >76% | No |
| B. <40% | | 132 | 12.1% | <9% | No |
| C. Separate Schools | | 43 | 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 PALO ALTO 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 | 64 | 55 | 85.9% | >40.9% | Yes |
| B. Separate | | * | 10.9% | <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 | 21 | 42 | 50.0% | 72.7% | No |
| 2. Functioning within age expectations | 28 | 56 | 50.0% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 22 | 40 | 55.0% | 70.0% | No |
| 2. Functioning within age expectations | 27 | 56 | 48.2% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 21 | 40 | 52.5% | 75.0% | No |
| 2. Functioning within age expectations | 28 | 56 | 50.0% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 1,158 | 1,160 | 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 PALO ALTO 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 |
|---|---|---|---|---|---|
| 193 | 136 | 57 | 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 PALO ALTO 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 |
|---|---|---|---|---|---|---|
| 45 | 12 | 30 | * | 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 |
|---|---|---|---|---|
| 269 | 265 | 98.5% | 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 PALO ALTO 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 | 93 | 27 | 29.0% | 50% | No |
| B. Higher Ed or Competitively Employed | | 31 | 33.3% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 32 | 34.4% | 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 PALO VERDE UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3367181 | FMTA Region | 5 |
| District Name | PALO VERDE UNIFIED | SELPA | 3301 Riverside County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 73.3 | 70.47 | 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 |
|---|---|---|
| 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 | 80% | 95% | No | 23.1% | 89.0% | No |
| Math | 97% | 95% | Yes | 24.6% | 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? |
|---|---|---|---|---|
| 15 | 414 | 3.6% | 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 PALO VERDE UNIFIED 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 | * | NC | 2.54% | Yes |
| Asian | 0 | * | NC | | |
| African American | * | 47 | 6.4% | | |
| Hispanic | * | 230 | 3.5% | | |
| Multi-Ethnic | * | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | * | 128 | 2.3% | | |

*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% | 328 | 147 | 44.8% | >76% | No |
| B. <40% | | 85 | 25.9% | <9% | No |
| C. Separate Schools | | * | 0.3% | <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 PALO VERDE UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 23 | 18 | 78.3% | >40.9% | Yes |
| B. Separate | | * | 13.0% | <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 | 267 | 432 | 61.8% | 72.7% | No |
| 2. Functioning within age expectations | 467 | 758 | 61.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 281 | 444 | 63.3% | 70.0% | No |
| 2. Functioning within age expectations | 466 | 758 | 61.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 270 | 391 | 69.1% | 75.0% | No |
| 2. Functioning within age expectations | 505 | 758 | 66.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 384 | 385 | 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 PALO VERDE UNIFIED School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 |
|---|---|---|---|---|---|
| 69 | 40 | 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 PALO VERDE UNIFIED School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Percent On Time Eligible | Target | Met Target |
|---|---|---|---|---|---|---|
| 467 | 57 | 363 | 44 | 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 |
|---|---|---|---|---|
| 85 | 81 | 95.3% | 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 PALO VERDE UNIFIED School District

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

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

| Measure | Leavers | Number of Leavers in the Category | Percent of Leavers in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | 18 | * | 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 PALO VERDE UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472033 | FMTA Region | 2 |
| District Name | PALO VERDE 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 | 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 PALO VERDE UNION ELEMENTARY 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 | 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 PALO VERDE 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 | 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 |
|---|---|---|---|---|
| 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 PALO VERDE 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 |
|---|---|---|---|---|---|
| * | * | 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 PALO VERDE 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 | 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 PALO VERDE 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 PALOS VERDES PENINSULA UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1964865 | FMTA Region | 1 |
| District Name | PALOS VERDES PENINSULA 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 |
|---|---|---|
| 94.7 | 98.11 | 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 |
|---|---|---|
| 0.9 | <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 | 97% | 95% | Yes | 63.8% | 89.0% | No |
| Math | 99% | 95% | Yes | 61.6% | 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 | 1,382 | 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 PALOS VERDES PENINSULA 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 | 0 | NC | 2.54% | No |
| Asian | 0 | 222 | NC | | |
| African American | 0 | 49 | NC | | |
| Hispanic | 0 | 146 | NC | | |
| Multi-Ethnic | 0 | 40 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 923 | 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% | 1,031 | 587 | 56.9% | >76% | No |
| B. <40% | | 114 | 11.1% | <9% | No |
| C. Separate Schools | | 35 | 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 PALOS VERDES PENINSULA 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 | 84 | 82 | 97.6% | >40.9% | Yes |
| B. Separate | | * | 1.2% | <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 | 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 |
|---|---|---|---|---|
| 1,218 | 1,221 | 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 PALOS VERDES PENINSULA 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 |
|---|---|---|---|---|---|
| 86 | 79 | * | 98.8% | 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 PALOS VERDES PENINSULA 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 |
|---|---|---|---|---|
| 285 | 224 | 78.6% | 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 PALOS VERDES PENINSULA 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 | 100 | 29 | 29.0% | 50% | No |
| B. Higher Ed or Competitively Employed | | 34 | 34.0% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 40 | 40.0% | 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 PANAMA-BUENA VISTA UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1563362 | FMTA Region | 2 |
| District Name | PANAMA-BUENA VISTA UNION 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 | 33.7% | 89.2% | No |
| Math | 99% | 95% | Yes | 33.1% | 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? |
|---|---|---|---|---|
| 13 | 2,331 | 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 PANAMA-BUENA VISTA UNION ELEMENTARY 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 | 94 | NC | | |
| African American | * | 340 | 1.8% | | |
| Hispanic | * | 1,092 | 0.4% | | |
| Multi-Ethnic | 0 | 11 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 787 | 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% | 1,669 | 848 | 50.8% | >76% | No |
| B. <40% | | 506 | 30.3% | <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 PANAMA-BUENA VISTA 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 | 333 | 129 | 38.7% | >40.9% | No |
| B. Separate | | 160 | 48.0% | <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 | 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 |
|---|---|---|---|---|
| 2,479 | 2,498 | 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 PANAMA-BUENA VISTA 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 | 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 |
|---|---|---|---|---|---|
| 497 | 374 | 123 | 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 PANAMA-BUENA VISTA 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 |
|---|---|---|---|---|---|---|
| 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 PANAMA-BUENA VISTA 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 PANOCHE ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3567520 | FMTA Region | 2 |
| District Name | PANOCHE ELEMENTARY | SELPA | 3500 San Benito County |

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

| 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 PANOCHE ELEMENTARY 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 | 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 PANOCHE ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. 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 | * | 13 | NC | 72.7% | NA |
| 2. Functioning within age expectations | 14 | 23 | 60.9% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | * | 14 | NC | 70.0% | NA |
| 2. Functioning within age expectations | 11 | 23 | 47.8% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | * | 15 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 12 | 23 | 52.2% | 79.0% | No |

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

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

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

*Data Source: June 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 PANOCHE ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 PANOCHE ELEMENTARY School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|---|---|
| 16 | * | 14 | * | 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 PANOCHE ELEMENTARY School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PARADISE ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5071209 | FMTA Region | 2 |
| District Name | PARADISE 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 | 84% | 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 PARADISE ELEMENTARY 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 | 0 | NC | 2.54% | No |
| Asian | 0 | 0 | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | 12 | 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% | 13 | 12 | 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 PARADISE ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 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 |
|---|---|---|---|---|
| 24 | 24 | 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 PARADISE ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 PARADISE ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PARADISE UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 0461531 | FMTA Region | 4 |
| District Name | PARADISE 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 |
|---|---|---|
| 87.8 | 85.16 | 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 | 92% | 95% | No | 37.5% | 89.0% | No |
| Math | 96% | 95% | Yes | 36.9% | 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? |
|---|---|---|---|---|
| * | 658 | 0.8% | 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 PARADISE UNIFIED 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 | * | NC | 2.54% | Yes |
| Asian | 0 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | * | 63 | 3.2% | | |
| Multi-Ethnic | 0 | 15 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 551 | 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% | 540 | 272 | 50.4% | >76% | No |
| B. <40% | | 81 | 15.0% | <9% | No |
| C. Separate Schools | | 15 | 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 PARADISE UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 28 | 27 | 96.4% | >40.9% | Yes |
| B. Separate | | 0 | NC | <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 |
|---|---|---|---|---|
| 659 | 659 | 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 PARADISE 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 |
|---|---|---|---|---|---|
| 91 | 56 | 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 PARADISE 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 |
|---|---|---|---|---|
| 206 | 201 | 97.6% | 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 PARADISE 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 | 56 | 12 | 21.4% | 50% | No |
| B. Higher Ed or Competitively Employed | | 16 | 28.6% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 26 | 46.4% | 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 PARAGON COLLEGIATE ACADEMY (1182) School District

| | | | |
|---|---|---|---|
| CDS Code | 0121632 | FMTA Region | 4 |
| District Name | PARAGON COLLEGIATE ACADEMY (1182) | 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% | -- | 22.7% | 89.2% | -- |
| Math | 96% | 95% | -- | 14.3% | 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 | 17 | 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 PARAGON COLLEGIATE ACADEMY (1182) 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 | * | 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 | 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% | 26 | 24 | 92.3% | >76% | Yes |
| B. <40% | | * | 3.8% | <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 PARAGON COLLEGIATE ACADEMY (1182) School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. 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 |
|---|---|---|---|---|
| 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 PARAGON COLLEGIATE ACADEMY (1182) School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 PARAGON COLLEGIATE ACADEMY (1182) School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 PARAGON COLLEGIATE ACADEMY (1182) School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PARAMOUNT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1964873 | FMTA Region | 1 |
| District Name | PARAMOUNT UNIFIED | SELPA | 1904 Mid-Cities |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 61.3 | 78.26 | 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 |
|---|---|---|
| 14.8 | <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 | 98% | 95% | Yes | 29.9% | 89.0% | No |
| Math | 99% | 95% | Yes | 37.2% | 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 | 1,989 | 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 PARAMOUNT UNIFIED 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 | 83 | NC | 2.54% | No |
| Asian | 0 | 27 | NC | | |
| African American | 0 | 337 | NC | | |
| Hispanic | 0 | 39 | NC | | |
| Multi-Ethnic | 0 | 1,318 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 180 | 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% | 1,539 | 683 | 44.4% | >76% | No |
| B. <40% | | 446 | 29.0% | <9% | No |
| C. Separate Schools | | 44 | 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 PARAMOUNT 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 | 141 | 88 | 62.4% | >40.9% | Yes |
| B. Separate | | * | 6.4% | <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 | 23 | 53 | 43.4% | 72.7% | No |
| 2. Functioning within age expectations | 25 | 70 | 35.7% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 22 | 56 | 39.3% | 70.0% | No |
| 2. Functioning within age expectations | 23 | 70 | 32.9% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 21 | 50 | 42.0% | 75.0% | No |
| 2. Functioning within age expectations | 31 | 70 | 44.3% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 1,962 | 1,966 | 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 PARAMOUNT 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 | 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 |
|---|---|---|---|---|---|
| 329 | 228 | 100 | 99.6% | 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 PARAMOUNT 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 |
|---|---|---|---|---|---|---|
| 68 | * | 56 | * | 98.2% | 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 |
|---|---|---|---|---|
| 376 | 44 | 11.7% | 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 PARAMOUNT 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 | 35 | 14 | 40.0% | 50% | No |
| B. Higher Ed or Competitively Employed | | 22 | 62.9% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 35 | 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 PARLIER UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1062364 | FMTA Region | 2 |
| District Name | PARLIER 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 |
|---|---|---|
| 81.0 | 78.47 | 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 |
|---|---|---|
| 9.5 | <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 | 34.8% | 89.0% | Yes - Alt |
| Math | 98% | 95% | Yes | 40.3% | 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 | 345 | 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 PARLIER 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% | No |
| Asian | 0 | 0 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 338 | 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% | 255 | 167 | 65.5% | >76% | No |
| B. <40% | | 38 | 14.9% | <9% | No |
| C. Separate Schools | | * | 3.5% | <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 PARLIER 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 | 34 | 15 | 44.1% | >40.9% | Yes |
| B. Separate | | * | 11.8% | <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 |
|---|---|---|---|---|
| 323 | 324 | 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 PARLIER 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 |
|---|---|---|---|---|---|
| 49 | 38 | 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 PARLIER 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 |
|---|---|---|---|---|
| 52 | 51 | 98.1% | 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 PARLIER 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 | 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 PARTNERSHIP FOR SUTDENT-CENTERED LEARNING School District

| | | | |
|---|---|---|---|
| CDS Code | 0122507 | FMTA Region | 4 |
| District Name | PARTNERSHIP FOR SUTDENT-CENTERED LEARNING | 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 |
|---|---|---|
| 58.8 | 75.19 | 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 |
|---|---|---|
| 17.6 | <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 | 89% | 95% | No | 28.6% | 88.9% | No |
| Math | 83% | 95% | No | 23.5% | 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 PARTNERSHIP FOR SUTDENT-CENTERED LEARNING 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 | 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 PARTNERSHIP FOR SUTDENT-CENTERED LEARNING School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 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 | 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 |
|---|---|---|---|---|
| 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 PARTNERSHIP FOR SUTDENT-CENTERED LEARNING School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 PARTNERSHIP FOR SUTDENT-CENTERED LEARNING School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | 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 PARTNERSHIP FOR SUTDENT-CENTERED LEARNING School District

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

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

| Measure | 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 PASADENA UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1964881 | FMTA Region | 1 |
| District Name | PASADENA UNIFIED | SELPA | 1916 Pasadena 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 |
|---|---|---|
| 58.8 | 78.81 | 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 |
|---|---|---|
| 11.5 | <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 | 34.4% | 89.0% | No |
| Math | 98% | 95% | Yes | 35.4% | 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? |
|---|---|---|---|---|
| 19 | 2,881 | 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 PASADENA UNIFIED 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 | 84 | NC | | |
| African American | 12 | 637 | 1.9% | | |
| Hispanic | * | 1,549 | 0.3% | | |
| Multi-Ethnic | * | 100 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 500 | 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% | 2,104 | 1,080 | 51.3% | >76% | No |
| B. <40% | | 577 | 27.4% | <9% | No |
| C. Separate Schools | | 144 | 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 PASADENA UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 387 | 193 | 49.9% | >40.9% | Yes |
| B. Separate | | 103 | 26.6% | <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 | 27 | 49 | 55.1% | 72.7% | No |
| 2. Functioning within age expectations | 55 | 90 | 61.1% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 21 | 42 | 50.0% | 70.0% | No |
| 2. Functioning within age expectations | 56 | 90 | 62.2% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 34 | 53 | 64.2% | 75.0% | No |
| 2. Functioning within age expectations | 54 | 90 | 60.0% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 2,939 | 2,954 | 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 PASADENA UNIFIED School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 | Dispro | 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 |
|---|---|---|---|---|---|
| 649 | 458 | 191 | 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 PASADENA UNIFIED School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Percent On Time Eligible | Target | Met Target |
|---|---|---|---|---|---|---|
| 89 | 22 | 58 | * | 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 |
|---|---|---|---|---|
| 608 | 485 | 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 PASADENA UNIFIED School District

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

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

| Measure | Leavers | Number of Leavers in the Category | Percent of Leavers in the Category | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Higher Education | 89 | 0 | NC | 50% | No |
| B. Higher Ed or Competitively Employed | | * | 6.7% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 16 | 18.0% | 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 PASO ROBLES JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 4075457 | FMTA Region | 2 |
| District Name | PASO ROBLES JOINT UNIFIED | SELPA | 4000 San Luis Obispo County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 76.8 | 85.94 | 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 |
|---|---|---|
| 7.2 | <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 | 95% | 95% | Yes | 34.9% | 89.0% | No |
| Math | 98% | 95% | Yes | 37.6% | 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? |
|---|---|---|---|---|
| * | 1,018 | 0.8% | 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 PASO ROBLES JOINT UNIFIED 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 | * | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 26 | NC | | |
| Hispanic | * | 463 | 0.9% | | |
| Multi-Ethnic | 0 | 36 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 477 | 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% | 728 | 466 | 64.0% | >76% | No |
| B. <40% | | 136 | 18.7% | <9% | No |
| C. Separate Schools | | 24 | 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 PASO ROBLES 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 | 150 | 55 | 36.7% | >40.9% | No |
| B. Separate | | 95 | 63.3% | <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 | 44 | 79 | 55.7% | 72.7% | No |
| 2. Functioning within age expectations | 116 | 178 | 65.2% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 52 | 77 | 67.5% | 70.0% | No |
| 2. Functioning within age expectations | 118 | 178 | 66.3% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 50 | 70 | 71.4% | 75.0% | No |
| 2. Functioning within age expectations | 127 | 178 | 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 |
|---|---|---|---|---|
| 997 | 997 | 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 PASO ROBLES 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 | 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 |
|---|---|---|---|---|---|
| 182 | 113 | 68 | 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
PASO ROBLES 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 |
|---|---|---|---|---|---|---|
| 172 | 17 | 134 | 20 | 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 |
|---|---|---|---|---|
| 194 | 147 | 75.8% | 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 PASO ROBLES 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 | 56 | * | 10.7% | 50% | No |
| B. Higher Ed or Competitively Employed | | * | 14.3% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 12 | 21.4% | 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 PATHWAYS CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 6120588 | FMTA Region | 3 |
| District Name | PATHWAYS CHARTER | SELPA | 4900 Sonoma County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 60.0 | 57.14 | 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 | 93% | 95% | -- | 52.2% | 88.9% | -- |
| Math | 93% | 95% | -- | 21.7% | 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 | 50 | 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 PATHWAYS CHARTER 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 | 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 | 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% | 31 | 30 | 96.8% | >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 PATHWAYS 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 | 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 |
|---|---|---|---|---|
| 41 | 42 | 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 PATHWAYS 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 PATHWAYS 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 |
|---|---|---|---|---|---|---|
| 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 PATHWAYS 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 PATTERSON JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5071217 | FMTA Region | 2 |
| District Name | PATTERSON JOINT UNIFIED | SELPA | 5001 Stanislaus County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 73.2 | 80.14 | 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 |
|---|---|---|
| 5.4 | <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 | 20.9% | 89.0% | No |
| Math | 99% | 95% | Yes | 25.5% | 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? |
|---|---|---|---|---|
| * | 932 | 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 PATTERSON JOINT UNIFIED 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 | 0 | 19 | NC | 2.54% | No |
| Asian | 0 | 13 | NC | | |
| African American | 0 | 87 | NC | | |
| Hispanic | * | 607 | 0.5% | | |
| Multi-Ethnic | 0 | 16 | NC | | |
| Pacific Islander | 0 | 11 | NC | | |
| White | 0 | 179 | 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% | 716 | 378 | 52.8% | >76% | No |
| B. <40% | | 117 | 16.3% | <9% | No |
| C. Separate Schools | | 33 | 4.6% | <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 PATTERSON 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 | 69 | 46 | 66.7% | >40.9% | Yes |
| B. Separate | | 21 | 30.4% | <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 | 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 |
|---|---|---|---|---|
| 950 | 951 | 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 PATTERSON 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 | 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 |
|---|---|---|---|---|---|
| 146 | 71 | 75 | 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
PATTERSON 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 152 | 137 | 90.1% | 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 PATTERSON 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 | 26 | * | 3.8% | 50% | No |
| B. Higher Ed or Competitively Employed | | * | 3.8% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | * | 7.7% | 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 PENINSULA UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1262984 | FMTA Region | 4 |
| District Name | PENINSULA UNION ELEMENTARY | SELPA | 1200 Humboldt-Del Norte |

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

| 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 PENINSULA UNION ELEMENTARY School District

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 | 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 PENINSULA 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 | 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 |
|---|---|---|---|---|
| 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 PENINSULA 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
PENINSULA 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 |
|---|---|---|---|---|---|---|
| 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 PENINSULA 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 PERRIS ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3367199 | FMTA Region | 5 |
| District Name | PERRIS ELEMENTARY | SELPA | 3301 Riverside County |

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

| 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 | 29.7% | 89.2% | No |
| Math | 99% | 95% | Yes | 38.8% | 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 | 550 | 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 PERRIS ELEMENTARY 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 | 80 | NC | | |
| Hispanic | 0 | 421 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 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% | 401 | 246 | 61.3% | >76% | No |
| B. <40% | | 122 | 30.4% | <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 PERRIS ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 25 | 47.2% | >40.9% | Yes |
| B. Separate | | 27 | 50.9% | <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 | 267 | 432 | 61.8% | 72.7% | No |
| 2. Functioning within age expectations | 467 | 758 | 61.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 281 | 444 | 63.3% | 70.0% | No |
| 2. Functioning within age expectations | 466 | 758 | 61.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 270 | 391 | 69.1% | 75.0% | No |
| 2. Functioning within age expectations | 505 | 758 | 66.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 530 | 532 | 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 PERRIS ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 107 | 81 | 26 | 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 PERRIS ELEMENTARY School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|---|---|
| 467 | 57 | 363 | 44 | 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 PERRIS ELEMENTARY School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PERRIS UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 3367207 | FMTA Region | 5 |
| District Name | PERRIS UNION HIGH | SELPA | 3301 Riverside County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 53.0 | 83.91 | 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 |
|---|---|---|
| 17.8 | <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 | 20.4% | 89.0% | No |
| Math | 100% | 95% | Yes | 22.0% | 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? |
|---|---|---|---|---|
| * | 1,020 | 0.9% | 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 PERRIS UNION HIGH 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 | 12 | NC | | |
| African American | * | 161 | NC | | |
| Hispanic | * | 596 | 1.3% | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 229 | 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% | 892 | 660 | 74.0% | >76% | No |
| B. <40% | | 149 | 16.7% | <9% | No |
| C. Separate Schools | | 31 | 3.5% | <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 PERRIS 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 | 267 | 432 | 61.8% | 72.7% | No |
| 2. Functioning within age expectations | 467 | 758 | 61.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 281 | 444 | 63.3% | 70.0% | No |
| 2. Functioning within age expectations | 466 | 758 | 61.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 270 | 391 | 69.1% | 75.0% | No |
| 2. Functioning within age expectations | 505 | 758 | 66.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 867 | 878 | 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 PERRIS 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 |
|---|---|---|---|---|---|
| 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 PERRIS 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 |
|---|---|---|---|---|---|---|
| 467 | 57 | 363 | 44 | 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 |
|---|---|---|---|---|
| 564 | 550 | 97.5% | 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 PERRIS 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 | 96 | * | 8.3% | 50% | No |
| B. Higher Ed or Competitively Employed | | * | 9.4% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 11 | 11.5% | 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 PETALUMA CITY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4970854 | FMTA Region | 3 |
| District Name | PETALUMA CITY 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 | 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 | 491 | 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 PETALUMA CITY ELEMENTARY 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 | * | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 154 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 305 | 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% | 339 | 245 | 72.3% | >76% | No |
| B. <40% | | 23 | 6.8% | <9% | Yes |
| C. Separate Schools | | * | 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 PETALUMA 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 | 71 | 68 | 95.8% | >40.9% | Yes |
| B. Separate | | * | 4.2% | <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 | 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 |
|---|---|---|---|---|
| 457 | 457 | 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 PETALUMA 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 | 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 |
|---|---|---|---|---|---|
| 107 | 83 | 24 | 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 PETALUMA 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 |
|---|---|---|---|---|---|---|
| 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 PETALUMA 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 PETALUMA JOINT UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 4970862 | FMTA Region | 3 |
| District Name | PETALUMA JOINT UNION HIGH | SELPA | 4900 Sonoma County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 82.1 | | 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 |
|---|---|---|
| 3.6 | <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 | 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? |
|---|---|---|---|---|
| 11 | 874 | 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 PETALUMA JOINT UNION HIGH 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 | 20 | NC | | |
| Hispanic | * | 255 | 2.0% | | |
| Multi-Ethnic | 0 | 17 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 567 | 1.1% | | |

*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% | 790 | 363 | 45.9% | >76% | No |
| B. <40% | | 60 | 7.6% | <9% | Yes |
| C. Separate Schools | | 34 | 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 PETALUMA 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 | * | * | 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 |
|---|---|---|---|---|
| 838 | 842 | 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 PETALUMA 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 | 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 |
|---|---|---|---|---|---|
| 41 | 28 | 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
PETALUMA 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 330 | 320 | 97.0% | 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 PETALUMA 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 | 83 | 48 | 57.8% | 50% | Yes |
| B. Higher Ed or Competitively Employed | | 61 | 73.5% | 65% | Yes |
| C. Any Post-Secondary Ed or Employed | | 68 | 81.9% | 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 PIEDMONT CITY UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 0161275 | FMTA Region | 3 |
| District Name | PIEDMONT CITY UNIFIED | SELPA | 0112 North Region |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 94.6 | 99.50 | 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 |
|---|---|---|
| 2.7 | <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 | 92% | 95% | No | 70.1% | 89.0% | No |
| Math | 95% | 95% | Yes | 68.8% | 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 | 388 | 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 PIEDMONT CITY UNIFIED 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 | 0 | NC | 2.54% | No |
| Asian | 0 | 54 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 17 | NC | | |
| Multi-Ethnic | 0 | 22 | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 286 | 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% | 313 | 224 | 71.6% | >76% | No |
| B. <40% | | 20 | 6.4% | <9% | Yes |
| 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 PIEDMONT 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 | 23 | 23 | 100.0% | >40.9% | Yes |
| B. Separate | | 0 | NC | <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 | 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 |
|---|---|---|---|---|
| 330 | 331 | 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 PIEDMONT 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? | NA | Not Dis | NA | NA | 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 |
|---|---|---|---|---|---|
| 96 | 67 | 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 PIEDMONT 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 75 | 57 | 76.0% | 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 PIEDMONT 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 | 37 | 26 | 70.3% | 50% | Yes |
| B. Higher Ed or Competitively Employed | | 29 | 78.4% | 65% | Yes |
| C. Any Post-Secondary Ed or Employed | | 31 | 83.8% | 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 PIERCE JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 0661614 | FMTA Region | 3 |
| District Name | PIERCE JOINT UNIFIED | SELPA | 0600 Colusa County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 85.7 | 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 |
|---|---|---|
| 9.5 | <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% | -- | 32.9% | 89.0% | -- |
| Math | 97% | 95% | -- | 37.3% | 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? |
|---|---|---|---|---|
| * | 191 | 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 PIERCE JOINT UNIFIED 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 | * | NC | | |
| African American | 0 | 13 | NC | | |
| Hispanic | 0 | 125 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | * | 48 | 4.2% | | |

*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% | 145 | 107 | 73.8% | >76% | No |
| B. <40% | | * | 4.1% | <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 PIERCE JOINT UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 11 | * | NC | >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 | * | 11 | 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 | 12 | 15 | NC | 82.5% | NA |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | 12 | 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 |
|---|---|---|---|---|
| 171 | 171 | 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 PIERCE 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 |
|---|---|---|---|---|---|
| 16 | 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
PIERCE 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 |
|---|---|---|---|---|---|---|
| * | * | * | 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 |
|---|---|---|---|---|
| 36 | 36 | 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 PIERCE 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 | 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 PINE RIDGE ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1062372 | FMTA Region | 2 |
| District Name | PINE RIDGE ELEMENTARY | SELPA | 1001 Fresno County |

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

| 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 PINE RIDGE ELEMENTARY 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 | 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 PINE RIDGE ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 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 |
|---|---|---|---|---|
| * | * | 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 PINE RIDGE ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 PINE RIDGE ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PINER-OLIVET UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4970870 | FMTA Region | 3 |
| District Name | PINER-OLIVET 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% | -- | 63.6% | 89.2% | -- |
| Math | 100% | 95% | -- | 36.4% | 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 | 163 | 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 PINER-OLIVET UNION 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 | * | NC | | |
| African American | 0 | 11 | NC | | |
| Hispanic | 0 | 59 | 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% | 117 | 92 | 78.6% | >76% | Yes |
| B. <40% | | 22 | 18.8% | <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 PINER-OLIVET UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 29 | 25 | 86.2% | >40.9% | Yes |
| B. Separate | | * | 13.8% | <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 | 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 |
|---|---|---|---|---|
| 134 | 134 | 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 PINER-OLIVET 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 |
|---|---|---|---|---|---|
| 46 | 40 | * | 95.2% | 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 PINER-OLIVET 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 |
|---|---|---|---|---|
| * | * | 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 PINER-OLIVET 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 PIONEER ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 6010557 | FMTA Region | 2 |
| District Name | PIONEER ELEMENTARY | SELPA | 1600 Kings County |

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

| 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% | -- | 55.6% | 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 PIONEER ELEMENTARY 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 | 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 PIONEER ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. 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 | 39 | 57 | 68.4% | 72.7% | No |
| 2. Functioning within age expectations | 55 | 91 | 60.4% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 44 | 66 | 66.7% | 70.0% | No |
| 2. Functioning within age expectations | 50 | 91 | 54.9% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 42 | 55 | 76.4% | 75.0% | Yes |
| 2. Functioning within age expectations | 60 | 91 | 65.9% | 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 |
|---|---|---|---|---|
| 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 PIONEER ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 PIONEER ELEMENTARY School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|---|---|
| 53 | * | 46 | * | 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 PIONEER ELEMENTARY School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PIONEER MIDDLE School District

| | | | |
|---|---|---|---|
| CDS Code | 6110233 | FMTA Region | 2 |
| District Name | PIONEER MIDDLE | SELPA | 1600 Kings County |

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

| 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 | 93% | 95% | -- | 32.4% | 89.2% | -- |
| Math | 100% | 95% | -- | 27.0% | 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 PIONEER MIDDLE 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 | 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 PIONEER MIDDLE School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >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 | 39 | 57 | 68.4% | 72.7% | No |
| 2. Functioning within age expectations | 55 | 91 | 60.4% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 44 | 66 | 66.7% | 70.0% | No |
| 2. Functioning within age expectations | 50 | 91 | 54.9% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 42 | 55 | 76.4% | 75.0% | Yes |
| 2. Functioning within age expectations | 60 | 91 | 65.9% | 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 |
|---|---|---|---|---|
| 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 PIONEER MIDDLE School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 PIONEER MIDDLE School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Percent On Time Eligible | Target | Met Target |
|---|---|---|---|---|---|---|
| 53 | * | 46 | * | 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 PIONEER MIDDLE School District

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

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

| Measure | 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 PIONEER UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 0473379 | FMTA Region | 4 |
| District Name | PIONEER 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 PIONEER UNION 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 | * | 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 | | * | 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 PIONEER 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 | 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 PIONEER 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
PIONEER 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 |
|---|---|---|---|---|
| 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 PIONEER 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 PIONEER UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 0961945 | FMTA Region | 4 |
| District Name | PIONEER 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% | Yes - Alt | 31.6% | 89.2% | No |
| Math | 100% | 95% | Yes - Alt | 28.1% | 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 | 75 | 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 PIONEER 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 | * | NC | | |
| Hispanic | 0 | * | 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% | 52 | 23 | 44.2% | >76% | No |
| B. <40% | | 12 | 23.1% | <9% | No |
| C. Separate Schools | | * | 1.9% | <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 PIONEER 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 | 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 |
|---|---|---|---|---|
| 76 | 76 | 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 PIONEER 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
PIONEER 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 |
|---|---|---|---|---|
| * | * | 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 PIONEER 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 PIONEER UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1663990 | FMTA Region | 2 |
| District Name | PIONEER UNION ELEMENTARY | SELPA | 1600 Kings County |

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

| 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 | 92% | 95% | -- | 45.5% | 89.2% | -- |
| Math | 96% | 95% | -- | 37.5% | 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 | 167 | 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 PIONEER UNION ELEMENTARY 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 | * | NC | | |
| African American | 0 | 17 | NC | | |
| Hispanic | 0 | 61 | NC | | |
| Multi-Ethnic | 0 | 0 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 79 | 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% | 120 | 84 | 70.0% | >76% | No |
| B. <40% | | 13 | 10.8% | <9% | No |
| C. Separate Schools | | * | 4.2% | <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 PIONEER UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 20 | * | 50.0% | >40.9% | Yes |
| B. Separate | | * | 20.0% | <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 | 39 | 57 | 68.4% | 72.7% | No |
| 2. Functioning within age expectations | 55 | 91 | 60.4% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 44 | 66 | 66.7% | 70.0% | No |
| 2. Functioning within age expectations | 50 | 91 | 54.9% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 42 | 55 | 76.4% | 75.0% | Yes |
| 2. Functioning within age expectations | 60 | 91 | 65.9% | 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 |
|---|---|---|---|---|
| 168 | 169 | 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 PIONEER 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 |
|---|---|---|---|---|---|
| 36 | 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 PIONEER 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 |
|---|---|---|---|---|---|---|
| 53 | * | 46 | * | 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 PIONEER 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 PITTSBURG UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 0761788 | FMTA Region | 3 |
| District Name | PITTSBURG UNIFIED | SELPA | 0701 Contra Costa County |

**Indicator 1 – Graduation Four Year Rate**: 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 |
|---|---|---|
| 60.2 | 70.26 | 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 |
|---|---|---|
| 20.4 | <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 | 92% | 95% | No | 26.7% | 89.0% | No |
| Math | 97% | 95% | Yes | 32.9% | 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 | 1,317 | 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 PITTSBURG UNIFIED 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 | 57 | NC | | |
| African American | 0 | 431 | NC | | |
| Hispanic | 0 | 650 | NC | | |
| Multi-Ethnic | 0 | 33 | NC | | |
| Pacific Islander | 0 | 11 | NC | | |
| White | 0 | 131 | 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% | 967 | 452 | 46.7% | >76% | No |
| B. <40% | | 260 | 26.9% | <9% | No |
| C. Separate Schools | | 38 | 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 PITTSBURG 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 | 141 | 98.6% | >40.9% | Yes |
| B. Separate | | * | 0.7% | <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 | 49 | 82 | 59.8% | 72.7% | No |
| 2. Functioning within age expectations | 123 | 180 | 68.3% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 48 | 83 | 57.8% | 70.0% | No |
| 2. Functioning within age expectations | 125 | 180 | 69.4% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 59 | 85 | 69.4% | 75.0% | No |
| 2. Functioning within age expectations | 131 | 180 | 72.8% | 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 |
|---|---|---|---|---|
| 1,289 | 1,303 | 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 PITTSBURG 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 |
|---|---|---|---|---|---|
| 159 | 87 | 71 | 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 PITTSBURG 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 |
|---|---|---|---|---|---|---|
| 181 | * | 121 | 38 | 91.0% | 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 |
|---|---|---|---|---|
| 283 | 220 | 77.7% | 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 PITTSBURG 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 PIXLEY UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472041 | FMTA Region | 2 |
| District Name | PIXLEY 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 | 100% | 95% | -- | 9.8% | 89.2% | -- |
| Math | 100% | 95% | -- | 11.8% | 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? |
|---|---|---|---|---|
| 0 | 83 | 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 PIXLEY UNION ELEMENTARY 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 | 0 | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 73 | 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% | 58 | 52 | 89.7% | >76% | Yes |
| B. <40% | | * | 1.7% | <9% | Yes |
| C. Separate Schools | | * | 1.7% | <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 PIXLEY 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 | 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 |
|---|---|---|---|---|
| 97 | 97 | 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 PIXLEY 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 |
|---|---|---|---|---|---|
| 24 | 24 | 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 PIXLEY 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 | 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 PIXLEY 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 PLACENTIA UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3066647 | FMTA Region | 1 |
| District Name | PLACENTIA UNIFIED | SELPA | 3016 Northeast Orange County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 77.7 | 91.80 | 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 |
|---|---|---|
| 4.7 | <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 | 48.5% | 89.0% | No |
| Math | 98% | 95% | Yes | 51.5% | 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? |
|---|---|---|---|---|
| * | 3,477 | 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 PLACENTIA UNIFIED 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 | 245 | NC | | |
| African American | 0 | 86 | NC | | |
| Hispanic | * | 1,629 | 0.4% | | |
| Multi-Ethnic | 0 | 114 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 1,389 | 0.1% | | |

*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% | 2,519 | 1,306 | 51.8% | >76% | No |
| B. <40% | | 542 | 21.5% | <9% | No |
| C. Separate Schools | | 40 | 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 PLACENTIA 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 | 421 | 33 | 7.8% | >40.9% | No |
| B. Separate | | 351 | 83.4% | <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 | 38 | 58 | 65.5% | 72.7% | No |
| 2. Functioning within age expectations | 78 | 108 | 72.2% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 38 | 60 | 63.3% | 70.0% | No |
| 2. Functioning within age expectations | 74 | 108 | 68.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 32 | 51 | 62.7% | 75.0% | No |
| 2. Functioning within age expectations | 75 | 108 | 69.4% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 3,362 | 3,373 | 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 PLACENTIA 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 |
|---|---|---|---|---|---|
| 692 | 507 | 185 | 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 PLACENTIA 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 |
|---|---|---|---|---|---|---|
| 92 | 14 | 72 | * | 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 |
|---|---|---|---|---|
| 620 | 594 | 95.8% | 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 PLACENTIA 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 | 187 | 24 | 12.8% | 50% | No |
| B. Higher Ed or Competitively Employed | | 29 | 15.5% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 36 | 19.3% | 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 PLACER COUNTY SCHOOLS School District

| | | | |
|---|---|---|---|
| CDS Code | 3110314 | FMTA Region | 4 |
| District Name | PLACER COUNTY SCHOOLS | 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 |
|---|---|---|
| 68.4 | 88.82 | 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 |
|---|---|---|
| 10.8 | <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 | 97% | 95% | -- | 35.0% | 89.0% | -- |
| Math | 89% | 95% | -- | 33.3% | 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 | * | 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 PLACER COUNTY SCHOOLS 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 | 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% | * | 0 | 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 PLACER 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 | 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 |
|---|---|---|---|---|
| 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 PLACER 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
PLACER 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 |
|---|---|---|---|---|---|---|
| 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 PLACER 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 | * | 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 PLACER HILLS UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3166886 | FMTA Region | 4 |
| District Name | PLACER HILLS 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 | 99% | 95% | -- | 44.2% | 89.2% | -- |
| Math | 100% | 95% | -- | 50.6% | 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 | 145 | 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 PLACER HILLS UNION ELEMENTARY 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 | * | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 12 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 117 | 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% | 102 | 69 | 67.6% | >76% | No |
| B. <40% | | * | 5.9% | <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 PLACER HILLS UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 27 | 18 | 66.7% | >40.9% | Yes |
| B. Separate | | * | 25.9% | <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 | 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 |
|---|---|---|---|---|
| 157 | 157 | 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 PLACER HILLS UNION ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 |
|---|---|---|---|---|---|
| 52 | 38 | 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 PLACER HILLS UNION ELEMENTARY School District

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

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

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

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

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

| Measure | 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 PLACER UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 3166894 | FMTA Region | 4 |
| District Name | PLACER UNION HIGH | 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 |
|---|---|---|
| 74.0 | 92.45 | 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 |
|---|---|---|
| 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 | 97% | 95% | Yes | 24.5% | 89.0% | -- |
| Math | 100% | 95% | Yes | 22.5% | 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? |
|---|---|---|---|---|
| * | 501 | 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 PLACER UNION HIGH 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 | 11 | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 19 | NC | | |
| Hispanic | * | 59 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | * | 396 | 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% | 412 | 124 | 30.1% | >76% | No |
| B. <40% | | 66 | 16.0% | <9% | No |
| C. Separate Schools | | 31 | 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 PLACER 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 | 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 |
|---|---|---|---|---|
| 434 | 437 | 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 PLACER 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 PLACER 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 315 | 279 | 88.6% | 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 PLACER 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 | 51 | 18 | 35.3% | 50% | No |
| B. Higher Ed or Competitively Employed | | 33 | 64.7% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 44 | 86.3% | 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 PLACERVILLE UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 0961952 | FMTA Region | 4 |
| District Name | PLACERVILLE 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% | Yes | 49.2% | 89.2% | No |
| Math | 99% | 95% | Yes | 47.2% | 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 | 224 | 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 PLACERVILLE UNION ELEMENTARY 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 | 0 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 50 | NC | | |
| Multi-Ethnic | 0 | 14 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 154 | 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% | 145 | 75 | 51.7% | >76% | No |
| B. <40% | | 18 | 12.4% | <9% | No |
| C. Separate Schools | | * | 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 PLACERVILLE 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 | 32 | 28 | 87.5% | >40.9% | Yes |
| B. Separate | | * | 9.4% | <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 | 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 |
|---|---|---|---|---|
| 216 | 216 | 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 PLACERVILLE 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 |
|---|---|---|---|---|---|
| 58 | 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 PLACERVILLE 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 |
|---|---|---|---|---|
| * | * | 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 PLACERVILLE 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 PLAINSBURG UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2465813 | FMTA Region | 2 |
| District Name | PLAINSBURG UNION ELEMENTARY | SELPA | 2400 Merced County |

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

| 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 PLAINSBURG UNION ELEMENTARY 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 | 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 PLAINSBURG 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 | 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 |
|---|---|---|---|---|
| * | * | 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 PLAINSBURG 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 |
|---|---|---|---|---|---|
| * | * | 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 PLAINSBURG 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 |
|---|---|---|---|---|---|---|
| 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 PLAINSBURG 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 PLANADA ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2465821 | FMTA Region | 2 |
| District Name | PLANADA 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% | Yes - Alt | 21.2% | 89.2% | No |
| Math | 100% | 95% | Yes - Alt | 38.8% | 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 | 124 | 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 PLANADA ELEMENTARY 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 | 0 | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | 120 | 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% | 95 | 60 | 63.2% | >76% | No |
| B. <40% | | 27 | 28.4% | <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 PLANADA ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | | * | 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 |
|---|---|---|---|---|
| 108 | 110 | 98.2% | >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 PLANADA ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 33 | 18 | 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 PLANADA ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PLAZA ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1162638 | FMTA Region | 3 |
| District Name | PLAZA ELEMENTARY | SELPA | 1100 Glenn County |

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

| 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 | 90% | 95% | -- | 50.0% | 89.2% | -- |
| Math | 95% | 95% | -- | 47.1% | 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 | 18 | 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 PLAZA ELEMENTARY 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 | 0 | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | * | 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% | 13 | 12 | 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 PLAZA ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 18 | 18 | 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 PLAZA ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 PLAZA ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PLEASANT GROVE JOINT UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5171431 | FMTA Region | 4 |
| District Name | PLEASANT GROVE JOINT UNION 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 | 90% | 95% | -- | --% | 89.2% | -- |
| Math | 90% | 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 PLEASANT GROVE JOINT UNION ELEMENTARY 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 | * | NC | | |
| African American | 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 PLEASANT GROVE 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 | * | 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 | 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 |
|---|---|---|---|---|
| 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 PLEASANT GROVE 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 | 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
PLEASANT GROVE 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 |
|---|---|---|---|---|---|---|
| 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 PLEASANT GROVE 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 PLEASANT RIDGE UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2966373 | FMTA Region | 4 |
| District Name | PLEASANT RIDGE UNION 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 | 99% | 95% | Yes | 50.8% | 89.2% | Yes - Alt |
| Math | 99% | 95% | Yes | 44.4% | 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 | 216 | 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 PLEASANT RIDGE 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 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 18 | NC | | |
| Multi-Ethnic | 0 | 15 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 172 | 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% | 143 | 85 | 59.4% | >76% | No |
| B. <40% | | 20 | 14.0% | <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 PLEASANT RIDGE 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 | * | 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 | 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 |
|---|---|---|---|---|
| 214 | 214 | 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 PLEASANT RIDGE 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 |
|---|---|---|---|---|---|
| 32 | 28 | * | 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 PLEASANT RIDGE 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 |
|---|---|---|---|---|---|---|
| 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 PLEASANT RIDGE 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 PLEASANT VALLEY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2966381 | FMTA Region | 4 |
| District Name | PLEASANT 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 - Alt | 35.6% | 89.2% | No |
| Math | 100% | 95% | Yes - Alt | 43.4% | 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? |
|---|---|---|---|---|
| 0 | 91 | 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 PLEASANT VALLEY ELEMENTARY 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 | * | NC | | |
| Hispanic | 0 | * | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 71 | 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% | 68 | 41 | 60.3% | >76% | No |
| B. <40% | | * | 5.9% | <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 PLEASANT VALLEY ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >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 | 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 |
|---|---|---|---|---|
| 91 | 91 | 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 PLEASANT 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 | 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 |
|---|---|---|---|---|---|
| 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 PLEASANT 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 PLEASANT 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 PLEASANT VALLEY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5672553 | FMTA Region | 2 |
| District Name | PLEASANT VALLEY ELEMENTARY | SELPA | 5600 Ventura County |

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

| 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 | 43.5% | 89.2% | No |
| Math | 98% | 95% | Yes | 35.7% | 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 | 1,034 | 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 PLEASANT VALLEY 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 | * | NC | 2.54% | No |
| Asian | 0 | 50 | NC | | |
| African American | 0 | 44 | NC | | |
| Hispanic | 0 | 412 | NC | | |
| Multi-Ethnic | 0 | 42 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 483 | 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% | 684 | 339 | 49.6% | >76% | No |
| B. <40% | | 141 | 20.6% | <9% | No |
| C. Separate Schools | | * | 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 PLEASANT 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 | 167 | * | 2.4% | >40.9% | No |
| B. Separate | | 160 | 95.8% | <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 | 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 |
|---|---|---|---|---|
| 1,132 | 1,138 | 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 PLEASANT 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 | 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 |
|---|---|---|---|---|---|
| 291 | 183 | 108 | 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 PLEASANT 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 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 PLEASANT 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 PLEASANT VALLEY JOINT UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4068791 | FMTA Region | 2 |
| District Name | PLEASANT VALLEY JOINT UNION ELEMENTARY | SELPA | 4000 San Luis Obispo County |

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

| 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% | -- | 35.7% | 89.2% | -- |
| Math | 100% | 95% | -- | 42.9% | 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 | 15 | 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 PLEASANT VALLEY JOINT UNION ELEMENTARY 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 | 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% | 18 | 16 | 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 PLEASANT VALLEY JOINT UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >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 | 79 | 55.7% | 72.7% | No |
| 2. Functioning within age expectations | 116 | 178 | 65.2% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 52 | 77 | 67.5% | 70.0% | No |
| 2. Functioning within age expectations | 118 | 178 | 66.3% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 50 | 70 | 71.4% | 75.0% | No |
| 2. Functioning within age expectations | 127 | 178 | 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 |
|---|---|---|---|---|
| 20 | 20 | 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 PLEASANT VALLEY 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 | 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 PLEASANT VALLEY 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 |
|---|---|---|---|---|---|---|
| 172 | 17 | 134 | 20 | 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 PLEASANT VALLEY 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 PLEASANT VIEW ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472058 | FMTA Region | 2 |
| District Name | PLEASANT VIEW 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% | -- | --% | 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 | 15 | 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 PLEASANT VIEW ELEMENTARY 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 | 0 | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | 12 | 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% | 11 | * | NA | >76% | NA |
| B. <40% | | 0 | 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 PLEASANT VIEW ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 22 | 22 | 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 PLEASANT VIEW ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 PLEASANT VIEW ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PLEASANTON UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 0175101 | FMTA Region | 3 |
| District Name | PLEASANTON UNIFIED | SELPA | 0114 Tri-Valley |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 80.0 | 95.67 | 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 |
|---|---|---|
| 6.0 | <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 | 57.4% | 89.0% | No |
| Math | 98% | 95% | Yes | 55.5% | 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? |
|---|---|---|---|---|
| * | 1,840 | 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 PLEASANTON UNIFIED 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 | 0 | 11 | NC | 2.54% | No |
| Asian | 0 | 330 | NC | | |
| African American | 0 | 62 | NC | | |
| Hispanic | * | 295 | NC | | |
| Multi-Ethnic | 0 | 86 | NC | | |
| Pacific Islander | 0 | 12 | NC | | |
| White | 0 | 1,044 | 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% | 1,469 | 795 | 54.1% | >76% | No |
| B. <40% | | 271 | 18.4% | <9% | No |
| C. Separate Schools | | 41 | 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 PLEASANTON UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 159 | 15 | 9.4% | >40.9% | No |
| B. Separate | | 100 | 62.9% | <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 | 29 | 47 | 61.7% | 72.7% | No |
| 2. Functioning within age expectations | 82 | 117 | 70.1% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 34 | 52 | 65.4% | 70.0% | No |
| 2. Functioning within age expectations | 80 | 117 | 68.4% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 29 | 48 | 60.4% | 75.0% | No |
| 2. Functioning within age expectations | 81 | 117 | 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 |
|---|---|---|---|---|
| 1,775 | 1,787 | 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 PLEASANTON 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 |
|---|---|---|---|---|---|
| 246 | 148 | 98 | 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 PLEASANTON 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 |
|---|---|---|---|---|---|---|
| 86 | * | 75 | * | 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 |
|---|---|---|---|---|
| 308 | 272 | 88.3% | 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 PLEASANTON 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 | 72 | 46 | 63.9% | 50% | Yes |
| B. Higher Ed or Competitively Employed | | 54 | 75.0% | 65% | Yes |
| C. Any Post-Secondary Ed or Employed | | 58 | 80.6% | 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 PLUM VALLEY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5271613 | FMTA Region | 4 |
| District Name | PLUM VALLEY 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 PLUM VALLEY ELEMENTARY 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 | 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 PLUM 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 | 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 PLUM 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 | 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 PLUM 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 |
|---|---|---|---|---|---|---|
| 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 PLUM 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 PLUMAS COUNTY SCHOOLS School District

| | | | |
|---|---|---|---|
| CDS Code | 3210322 | FMTA Region | 4 |
| District Name | PLUMAS COUNTY SCHOOLS | SELPA | 3200 Plumas County |

**Indicator 1 – Graduation Four Year Rate**: 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 | | 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 |
|---|---|---|
| 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 | 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? |
|---|---|---|---|---|
| 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 PLUMAS COUNTY SCHOOLS 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 | 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 PLUMAS 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 | * | * | NC | 72.7% | NA |
| 2. Functioning within age expectations | * | * | NC | 82.1% | NA |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | * | * | NC | 82.5% | NA |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | * | * | NC | 79.0% | NA |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| NA | 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 PLUMAS 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 |
|---|---|---|---|---|---|
| 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 PLUMAS 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 |
|---|---|---|---|---|---|---|
| * | 0 | * | 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 PLUMAS 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 | 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 PLUMAS ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5872744 | FMTA Region | 4 |
| District Name | PLUMAS ELEMENTARY | SELPA | 5800 Yuba County |

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

| 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% | -- | 30.6% | 89.2% | -- |
| Math | 98% | 95% | -- | 37.5% | 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 | 147 | 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 PLUMAS 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 | * | NC | 2.54% | No |
| Asian | 0 | 0 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 28 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 99 | 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 | 64 | 71.1% | >76% | No |
| B. <40% | | 12 | 13.3% | <9% | No |
| C. Separate Schools | | * | 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 PLUMAS ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | * | 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 | 23 | 52.2% | 72.7% | No |
| 2. Functioning within age expectations | 28 | 42 | 66.7% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 12 | 21 | 57.1% | 70.0% | No |
| 2. Functioning within age expectations | 27 | 42 | 64.3% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 14 | 17 | NC | 75.0% | NA |
| 2. Functioning within age expectations | 32 | 42 | 76.2% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 131 | 131 | 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 PLUMAS ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 26 | 20 | * | 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 PLUMAS ELEMENTARY School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|---|---|
| 23 | 0 | 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 |
|---|---|---|---|---|
| * | * | 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 PLUMAS ELEMENTARY School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 PLUMAS UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3266969 | FMTA Region | 4 |
| District Name | PLUMAS UNIFIED | SELPA | 3200 Plumas County |

**Indicator 1 – Graduation Four Year Rate**: 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 |
|---|---|---|
| 50.0 | 86.54 | 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 |
|---|---|---|
| 16.7 | <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 | 99% | 95% | Yes | 41.6% | 89.0% | Yes - Alt |
| Math | 98% | 95% | Yes | 48.0% | 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? |
|---|---|---|---|---|
| 0 | 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 PLUMAS 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 | 0 | 20 | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 44 | NC | | |
| Multi-Ethnic | 0 | 14 | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 255 | 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% | 221 | 172 | 77.8% | >76% | Yes |
| B. <40% | | 20 | 9.0% | <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 PLUMAS 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 | 38 | 34 | 89.5% | >40.9% | Yes |
| B. Separate | | 0 | NC | <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 | * | * | NC | 72.7% | NA |
| 2. Functioning within age expectations | * | * | NC | 82.1% | NA |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | * | * | NC | 82.5% | NA |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | * | * | NC | 79.0% | NA |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 317 | 319 | 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 PLUMAS 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 |
|---|---|---|---|---|---|
| 65 | 49 | 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 PLUMAS 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 | * | 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 |
|---|---|---|---|---|
| 63 | 61 | 96.8% | 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 PLUMAS 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 | 16 | 12 | NC | 50% | NA |
| B. Higher Ed or Competitively Employed | | 15 | NC | 65% | NA |
| C. Any Post-Secondary Ed or Employed | | 16 | 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 POINT ARENA JOINT UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 2365599 | FMTA Region | 3 |
| District Name | POINT ARENA JOINT UNION HIGH | 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 |
|---|---|---|
| 100.0 | 94.59 | 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? |
|---|---|---|---|---|
| 0 | 14 | 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 POINT ARENA JOINT UNION HIGH 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 | 0 | NC | 2.54% | No |
| Asian | 0 | 0 | NC | | |
| African American | 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 | 12 | 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 POINT ARENA 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 | 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 |
|---|---|---|---|---|
| 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 POINT ARENA 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 | 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
POINT ARENA 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| * | * | 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 POINT ARENA 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 | | * | 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 POLLOCK PINES ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 0961960 | FMTA Region | 4 |
| District Name | POLLOCK PINES 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 | 97% | 95% | Yes | 45.6% | 89.2% | No |
| Math | 97% | 95% | Yes | 46.6% | 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 | 148 | 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 POLLOCK PINES ELEMENTARY 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 | * | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 17 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 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% | 112 | 79 | 70.5% | >76% | No |
| B. <40% | | 12 | 10.7% | <9% | No |
| C. Separate Schools | | * | 3.6% | <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 POLLOCK PINES ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 20 | 19 | 95.0% | >40.9% | Yes |
| B. Separate | | * | 5.0% | <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 | 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 |
|---|---|---|---|---|
| 150 | 150 | 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 POLLOCK PINES ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 34 | 33 | * | 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
POLLOCK PINES ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 POMONA UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1964907 | FMTA Region | 1 |
| District Name | POMONA UNIFIED | SELPA | 1919 Pomona Unifed 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 |
|---|---|---|
| 73.4 | 77.38 | 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 |
|---|---|---|
| 18.5 | <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 | 27.6% | 89.0% | No |
| Math | 99% | 95% | Yes | 25.4% | 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? |
|---|---|---|---|---|
| * | 3,669 | 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 POMONA UNIFIED 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 | 127 | NC | | |
| African American | * | 354 | NC | | |
| Hispanic | * | 2,816 | 0.2% | | |
| Multi-Ethnic | 0 | 93 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 270 | 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% | 2,625 | 948 | 36.1% | >76% | No |
| B. <40% | | 851 | 32.4% | <9% | No |
| C. Separate Schools | | 142 | 5.4% | <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 POMONA 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 | 263 | 74 | 28.1% | >40.9% | No |
| B. Separate | | 182 | 69.2% | <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 | 27 | 50 | 54.0% | 72.7% | No |
| 2. Functioning within age expectations | 26 | 61 | 42.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 25 | 48 | 52.1% | 70.0% | No |
| 2. Functioning within age expectations | 29 | 61 | 47.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 20 | 39 | 51.3% | 75.0% | No |
| 2. Functioning within age expectations | 31 | 61 | 50.8% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 3,300 | 3,336 | 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 POMONA 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 | Dispro | 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 |
|---|---|---|---|---|---|
| 490 | 329 | 161 | 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 POMONA 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 |
|---|---|---|---|---|---|---|
| 74 | 20 | 38 | 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 |
|---|---|---|---|---|
| 869 | 804 | 92.5% | 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 POMONA 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 | 178 | 21 | 11.8% | 50% | No |
| B. Higher Ed or Competitively Employed | | 29 | 16.3% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 52 | 29.2% | 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 POND UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1563719 | FMTA Region | 2 |
| District Name | POND UNION 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% | -- | --% | 89.2% | -- |
| Math | 72% | 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 | 21 | 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 POND 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 | 18 | 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% | 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 POND 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 | 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 |
|---|---|---|---|---|
| 25 | 25 | 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 POND 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 POND 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 |
|---|---|---|---|---|---|---|
| 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 POND 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 POPE VALLEY UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2866282 | FMTA Region | 3 |
| District Name | POPE VALLEY UNION ELEMENTARY | SELPA | 2800 Napa County |

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

| 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 POPE VALLEY UNION 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 | 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 POPE VALLEY UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | 0 | NC | >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 | 30 | 46 | 65.2% | 72.7% | No |
| 2. Functioning within age expectations | 43 | 80 | 53.8% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 28 | 43 | 65.1% | 70.0% | No |
| 2. Functioning within age expectations | 48 | 80 | 60.0% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 25 | 36 | 69.4% | 75.0% | No |
| 2. Functioning within age expectations | 57 | 80 | 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 |
|---|---|---|---|---|
| * | * | 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 POPE VALLEY UNION ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 POPE VALLEY UNION ELEMENTARY School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Percent On Time Eligible | Target | Met Target |
|---|---|---|---|---|---|---|
| 82 | 11 | 67 | * | 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 |
|---|---|---|---|---|
| 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 POPE VALLEY UNION ELEMENTARY School District

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

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

| Measure | 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 PORTERVILLE UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5475523 | FMTA Region | 2 |
| District Name | PORTERVILLE 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 |
|---|---|---|
| 70.2 | 80.42 | 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 |
|---|---|---|
| 24.6 | <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 | 98% | 95% | Yes | 19.3% | 89.0% | No |
| Math | 99% | 95% | Yes | 18.6% | 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 | 869 | 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 PORTERVILLE 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 | 19 | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 15 | NC | | |
| Hispanic | 0 | 632 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 185 | 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% | 731 | 328 | 44.9% | >76% | No |
| B. <40% | | 189 | 25.9% | <9% | No |
| C. Separate Schools | | 75 | 10.3% | <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 PORTERVILLE UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 26 | 17 | 65.4% | >40.9% | Yes |
| B. Separate | | * | 30.8% | <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 | 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 |
|---|---|---|---|---|
| 973 | 973 | 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 PORTERVILLE 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 |
|---|---|---|---|---|---|
| 84 | 60 | 24 | 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 PORTERVILLE 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 |
|---|---|---|---|---|
| 288 | 287 | 99.7% | 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 PORTERVILLE 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 | 44 | * | 20.5% | 50% | No |
| B. Higher Ed or Competitively Employed | | 26 | 59.1% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 34 | 77.3% | 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 PORTOLA VALLEY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4168981 | FMTA Region | 3 |
| District Name | PORTOLA VALLEY ELEMENTARY | SELPA | 4100 San Mateo County |

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

| 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% | -- | 51.3% | 89.2% | -- |
| Math | 98% | 95% | -- | 55.1% | 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 | 95 | 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 PORTOLA VALLEY 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 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 16 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 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% | 65 | 47 | 72.3% | >76% | No |
| B. <40% | | * | 7.7% | <9% | Yes |
| 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 PORTOLA VALLEY ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >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 | 81 | 138 | 58.7% | 72.7% | No |
| 2. Functioning within age expectations | 217 | 312 | 69.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 90 | 135 | 66.7% | 70.0% | No |
| 2. Functioning within age expectations | 230 | 312 | 73.7% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 93 | 147 | 63.3% | 75.0% | No |
| 2. Functioning within age expectations | 217 | 312 | 69.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 82 | 82 | 100.0% | >90% | Yes |

*Data Source: June 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 PORTOLA 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 | 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 | 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 PORTOLA 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 |
|---|---|---|---|---|---|---|
| 242 | 31 | 165 | 46 | 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 PORTOLA 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 POTTER VALLEY UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 2373866 | FMTA Region | 3 |
| District Name | POTTER VALLEY UNIFIED | SELPA | 2300 Mendocino County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 75.0 | 100.00 | 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% | -- | 13.3% | 89.0% | -- |
| Math | 100% | 95% | -- | 25.0% | 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 | 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 POTTER VALLEY 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 | 0 | NC | | |
| Hispanic | 0 | * | NC | | |
| Multi-Ethnic | 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% | 21 | 14 | 66.7% | >76% | No |
| B. <40% | | * | 14.3% | <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 POTTER VALLEY UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >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 | 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 |
|---|---|---|---|---|
| 29 | 29 | 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 POTTER VALLEY UNIFIED School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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
POTTER VALLEY UNIFIED School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | 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 |
|---|---|---|---|---|
| * | * | 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 POTTER VALLEY UNIFIED School District

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

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

| Measure | 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 POWAY UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3768296 | FMTA Region | 5 |
| District Name | POWAY UNIFIED | SELPA | 3711 Poway 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 |
|---|---|---|
| 79.8 | 95.65 | 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 |
|---|---|---|
| 1.2 | <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 | 98% | 95% | Yes | 54.2% | 89.0% | No |
| Math | 99% | 95% | Yes | 51.0% | 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? |
|---|---|---|---|---|
| * | 4,475 | 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 POWAY UNIFIED 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 | 0 | 28 | NC | 2.54% | No |
| Asian | 0 | 721 | NC | | |
| African American | 0 | 231 | NC | | |
| Hispanic | * | 785 | NC | | |
| Multi-Ethnic | 0 | 29 | NC | | |
| Pacific Islander | 0 | 25 | NC | | |
| White | * | 2,656 | 0.2% | | |

*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% | 3,361 | 1,730 | 51.5% | >76% | No |
| B. <40% | | 608 | 18.1% | <9% | No |
| C. Separate Schools | | 102 | 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 POWAY 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 | 444 | 81 | 18.2% | >40.9% | No |
| B. Separate | | 160 | 36.0% | <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 | 34 | 58 | 58.6% | 72.7% | No |
| 2. Functioning within age expectations | 97 | 136 | 71.3% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 35 | 55 | 63.6% | 70.0% | No |
| 2. Functioning within age expectations | 100 | 136 | 73.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 39 | 59 | 66.1% | 75.0% | No |
| 2. Functioning within age expectations | 105 | 136 | 77.2% | 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 |
|---|---|---|---|---|
| 4,417 | 4,420 | 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 POWAY 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 |
|---|---|---|---|---|---|
| 996 | 878 | 118 | 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 POWAY 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 |
|---|---|---|---|---|---|---|
| 70 | 12 | 56 | * | 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 |
|---|---|---|---|---|
| 726 | 716 | 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 POWAY 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 | 212 | 55 | 25.9% | 50% | No |
| B. Higher Ed or Competitively Employed | | 69 | 32.5% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 84 | 39.6% | 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 PRINCETON JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1162646 | FMTA Region | 3 |
| District Name | PRINCETON JOINT UNIFIED | SELPA | 1100 Glenn County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 100.0 | 90.00 | 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 | 86% | 95% | -- | --% | 89.0% | -- |
| Math | 86% | 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 | 15 | 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 PRINCETON JOINT UNIFIED 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 | 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% | 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 PRINCETON JOINT UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >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 | 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 |
|---|---|---|---|---|
| 18 | 18 | 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 PRINCETON 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 | 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
PRINCETON 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| * | * | 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 PRINCETON 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 | 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 PROVISIONAL ACCELERATED LEARNING School District

| | | | |
|---|---|---|---|
| CDS Code | 3630993 | FMTA Region | 5 |
| District Name | PROVISIONAL ACCELERATED LEARNING | SELPA | 3612 San Bernardino City Unified |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 10.0 | 31.03 | 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 |
|---|---|---|
| 80.0 | <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% | -- | --% | 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? |
|---|---|---|---|---|
| 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 PROVISIONAL ACCELERATED LEARNING 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 | 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 PROVISIONAL ACCELERATED LEARNING School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 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 | 21 | 41 | 51.2% | 72.7% | No |
| 2. Functioning within age expectations | 17 | 47 | 36.2% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 19 | 41 | 46.3% | 70.0% | No |
| 2. Functioning within age expectations | 16 | 47 | 34.0% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 18 | 36 | 50.0% | 75.0% | No |
| 2. Functioning within age expectations | 19 | 47 | 40.4% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| NA | 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 PROVISIONAL ACCELERATED LEARNING School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 PROVISIONAL ACCELERATED LEARNING School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | Percent On Time Eligible | Target | Met Target |
|---|---|---|---|---|---|---|
| 84 | 16 | 52 | 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 |
|---|---|---|---|---|
| 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 PROVISIONAL ACCELERATED LEARNING School District

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

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

| Measure | 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 PUBLIC SAFETY ACADEMY School District

| | | | |
|---|---|---|---|
| CDS Code | 0109850 | FMTA Region | 5 |
| District Name | PUBLIC SAFETY ACADEMY | SELPA | 3612 San Bernardino City Unified |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 100.0 | 94.74 | 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? |
|---|---|---|---|---|
| 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 PUBLIC SAFETY ACADEMY 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 | 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 PUBLIC SAFETY 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 | 21 | 41 | 51.2% | 72.7% | No |
| 2. Functioning within age expectations | 17 | 47 | 36.2% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 19 | 41 | 46.3% | 70.0% | No |
| 2. Functioning within age expectations | 16 | 47 | 34.0% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 18 | 36 | 50.0% | 75.0% | No |
| 2. Functioning within age expectations | 19 | 47 | 40.4% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| NA | 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 PUBLIC SAFETY 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 PUBLIC SAFETY 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 |
|---|---|---|---|---|---|---|
| 84 | 16 | 52 | 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 |
|---|---|---|---|---|
| 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 PUBLIC SAFETY 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 RAISIN CITY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1062380 | FMTA Region | 2 |
| District Name | RAISIN CITY ELEMENTARY | SELPA | 1001 Fresno County |

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

| 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% | -- | 4.8% | 89.2% | -- |
| Math | 96% | 95% | -- | 9.5% | 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 | 52 | 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 RAISIN CITY ELEMENTARY 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 | 0 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 41 | 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% | 30 | 26 | 86.7% | >76% | Yes |
| B. <40% | | * | 6.7% | <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 RAISIN 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 | * | * | 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 |
|---|---|---|---|---|
| 56 | 56 | 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 RAISIN 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 | 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 RAISIN 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| * | * | 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 RAISIN 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 RAMONA CITY UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3768304 | FMTA Region | 5 |
| District Name | RAMONA CITY UNIFIED | SELPA | 3703 North Inland |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 59.5 | 89.10 | 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 |
|---|---|---|
| 4.8 | <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 | 35.6% | 89.0% | No |
| Math | 99% | 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? |
|---|---|---|---|---|
| * | 912 | 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 RAMONA CITY UNIFIED 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 | 11 | NC | | |
| African American | * | 12 | NC | | |
| Hispanic | * | 306 | NC | | |
| Multi-Ethnic | 0 | 27 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 549 | 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% | 634 | 415 | 65.5% | >76% | No |
| B. <40% | | 61 | 9.6% | <9% | No |
| C. Separate Schools | | 12 | 1.9% | <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 RAMONA 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 | 89 | 36 | 40.4% | >40.9% | No |
| B. Separate | | 47 | 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 | 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 |
|---|---|---|---|---|
| 906 | 906 | 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 RAMONA 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? | 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 |
|---|---|---|---|---|---|
| 166 | 122 | 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 RAMONA 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 155 | 147 | 94.8% | 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 RAMONA 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 | 46 | 14 | 30.4% | 50% | No |
| B. Higher Ed or Competitively Employed | | 23 | 50.0% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 30 | 65.2% | 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 RANCHO SANTA FE ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3768312 | FMTA Region | 5 |
| District Name | RANCHO SANTA FE 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 | 99% | 95% | -- | 74.6% | 89.2% | -- |
| Math | 99% | 95% | -- | 74.6% | 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 RANCHO SANTA FE 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 | 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 | 56 | 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% | 41 | 30 | 73.2% | >76% | No |
| B. <40% | | * | 17.1% | <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 RANCHO SANTA FE ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 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 |
|---|---|---|---|---|
| 65 | 65 | 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 RANCHO SANTA FE ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 22 | 22 | 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 RANCHO SANTA FE ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 RAVENDALE ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1864162 | FMTA Region | 4 |
| District Name | RAVENDALE ELEMENTARY | SELPA | 1800 Lassen County |

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

| 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% | -- | --% | 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 | 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 RAVENDALE ELEMENTARY 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 | * | 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 | 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% | 27 | 13 | 48.1% | >76% | No |
| B. <40% | | * | 22.2% | <9% | No |
| C. Separate Schools | | * | 22.2% | <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 RAVENDALE ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 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 |
|---|---|---|---|---|
| 34 | 34 | 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 RAVENDALE ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 RAVENDALE ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 RAVENSWOOD CITY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4168999 | FMTA Region | 3 |
| District Name | RAVENSWOOD CITY ELEMENTARY | SELPA | 4100 San Mateo County |

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

| 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 | 24.0% | 89.2% | No |
| Math | 99% | 95% | Yes | 28.5% | 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 | 503 | 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 RAVENSWOOD CITY ELEMENTARY 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 | 0 | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 77 | NC | | |
| Hispanic | 0 | 374 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 34 | 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% | 302 | 276 | 91.4% | >76% | Yes |
| B. <40% | | 12 | 4.0% | <9% | Yes |
| C. Separate Schools | | 11 | 3.6% | <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 RAVENSWOOD 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 | 87 | 42 | 48.3% | >40.9% | Yes |
| B. Separate | | * | 5.7% | <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 | 81 | 138 | 58.7% | 72.7% | No |
| 2. Functioning within age expectations | 217 | 312 | 69.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 90 | 135 | 66.7% | 70.0% | No |
| 2. Functioning within age expectations | 230 | 312 | 73.7% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 93 | 147 | 63.3% | 75.0% | No |
| 2. Functioning within age expectations | 217 | 312 | 69.6% | 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 |
|---|---|---|---|---|
| 475 | 478 | 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 RAVENSWOOD 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 | NA | Not Dis | Not Dis | NA | Not Dis | 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 |
|---|---|---|---|---|---|
| 120 | 60 | 60 | 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 RAVENSWOOD 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 |
|---|---|---|---|---|---|---|
| 242 | 31 | 165 | 46 | 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 RAVENSWOOD 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 RAYMOND-KNOWLES UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2065276 | FMTA Region | 2 |
| District Name | RAYMOND-KNOWLES UNION ELEMENTARY | SELPA | 2000 Madera-Mariposa County |

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

| 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 | 14 | 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 RAYMOND-KNOWLES UNION 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 | * | 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 RAYMOND-KNOWLES UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | 0 | NC | >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 | 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 |
|---|---|---|---|---|
| 13 | 13 | 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 RAYMOND-KNOWLES 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 |
|---|---|---|---|---|---|
| * | * | 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 RAYMOND-KNOWLES 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 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 RAYMOND-KNOWLES 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 READY SPRINGS UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2966399 | FMTA Region | 4 |
| District Name | READY SPRINGS UNION 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 |
|---|---|---|
| 50.0 | 0.00 | 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% | -- | 30.8% | 89.2% | -- |
| Math | 97% | 95% | -- | 40.7% | 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? |
|---|---|---|---|---|
| * | 57 | 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 READY SPRINGS UNION 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 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | * | 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% | 38 | 30 | 78.9% | >76% | Yes |
| B. <40% | | * | 2.6% | <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 READY SPRINGS UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >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 | 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 |
|---|---|---|---|---|
| 58 | 58 | 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 READY SPRINGS UNION ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 |
|---|---|---|---|---|---|
| 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 READY SPRINGS UNION ELEMENTARY School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | 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 |
|---|---|---|---|---|
| * | * | 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 READY SPRINGS UNION ELEMENTARY School District

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

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

| Measure | 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 RED BLUFF UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5271621 | FMTA Region | 4 |
| District Name | RED BLUFF 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 | 95% | 95% | Yes | 41.9% | 89.2% | No |
| Math | 99% | 95% | Yes | 44.0% | 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? |
|---|---|---|---|---|
| 0 | 313 | 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 RED BLUFF UNION ELEMENTARY 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 | 81 | NC | | |
| Multi-Ethnic | 0 | 13 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 204 | 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 | 109 | 50.5% | >76% | No |
| B. <40% | | 72 | 33.3% | <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 RED BLUFF 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 | 59 | 38 | 64.4% | >40.9% | Yes |
| B. Separate | | 15 | 25.4% | <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 | 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 |
|---|---|---|---|---|
| 335 | 335 | 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 RED BLUFF 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 |
|---|---|---|---|---|---|
| 84 | 51 | 32 | 98.1% | 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 RED BLUFF 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 RED BLUFF 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 RED BLUFF UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 5271639 | FMTA Region | 4 |
| District Name | RED BLUFF UNION HIGH | SELPA | 5200 Tehama County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 70.8 | 85.62 | 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 |
|---|---|---|
| 12.5 | <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% | -- | 2.4% | 89.0% | -- |
| Math | 94% | 95% | -- | 12.2% | 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? |
|---|---|---|---|---|
| * | 227 | 0.9% | 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 RED BLUFF UNION HIGH 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 | 0 | * | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | 46 | NC | | |
| Multi-Ethnic | * | * | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 166 | 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% | 183 | 75 | 41.0% | >76% | No |
| B. <40% | | 38 | 20.8% | <9% | No |
| C. Separate Schools | | 15 | 8.2% | <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 RED BLUFF 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 | 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 |
|---|---|---|---|---|
| 210 | 214 | 98.1% | >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 RED BLUFF 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 RED BLUFF 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 151 | 130 | 86.1% | 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 RED BLUFF 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 | 41 | 13 | 31.7% | 50% | No |
| B. Higher Ed or Competitively Employed | | 16 | 39.0% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 33 | 80.5% | 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 REDDING ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4570110 | FMTA Region | 4 |
| District Name | REDDING 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 |
|---|---|---|
| 100.0 | 100.00 | 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 | 46.1% | 89.2% | No |
| Math | 98% | 95% | Yes | 50.0% | 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? |
|---|---|---|---|---|
| * | 435 | 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 REDDING 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 | 19 | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 14 | NC | | |
| Hispanic | 0 | 52 | NC | | |
| Multi-Ethnic | 0 | 21 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 321 | 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% | 299 | 186 | 62.2% | >76% | No |
| B. <40% | | 74 | 24.7% | <9% | No |
| C. Separate Schools | | 17 | 5.7% | <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 REDDING ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 59 | 40 | 67.8% | >40.9% | Yes |
| B. Separate | | * | 13.6% | <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 | 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 |
|---|---|---|---|---|
| 443 | 446 | 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 REDDING ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 123 | 98 | 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 REDDING ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 REDDING SCHOOL OF THE ARTS II School District

| | | | |
|---|---|---|---|
| CDS Code | 0115345 | FMTA Region | 4 |
| District Name | REDDING SCHOOL OF THE ARTS II | 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 | 93% | 95% | -- | 50.0% | 89.2% | -- |
| Math | 97% | 95% | -- | 32.0% | 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 | 22 | 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 REDDING SCHOOL OF THE ARTS II 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 | 0 | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | * | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 17 | 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 | 22 | 95.7% | >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 REDDING SCHOOL OF THE ARTS II School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 34 | 34 | 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 REDDING SCHOOL OF THE ARTS II School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 19 | * | 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 REDDING SCHOOL OF THE ARTS II School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 REDDING SCHOOL OF THE ARTS II School District

| | | | |
|---|---|---|---|
| CDS Code | 0115345 | FMTA Region | 4 |
| District Name | REDDING SCHOOL OF THE ARTS II | 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 | 93% | 95% | -- | 50.0% | 89.2% | -- |
| Math | 97% | 95% | -- | 32.0% | 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 | 22 | 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 REDDING SCHOOL OF THE ARTS II 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 | 0 | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | * | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 17 | 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 | 22 | 95.7% | >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 REDDING SCHOOL OF THE ARTS II School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 34 | 34 | 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 REDDING SCHOOL OF THE ARTS II School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 19 | * | 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 REDDING SCHOOL OF THE ARTS II School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 REDLANDS UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3667843 | FMTA Region | 5 |
| District Name | REDLANDS UNIFIED | SELPA | 3602 East Valley Consortium |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 72.6 | 90.54 | 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 |
|---|---|---|
| 8.4 | <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 | 37.1% | 89.0% | No |
| Math | 98% | 95% | Yes | 39.0% | 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? |
|---|---|---|---|---|
| 20 | 3,144 | 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 REDLANDS UNIFIED 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 | 30 | NC | 2.54% | No |
| Asian | 0 | 163 | NC | | |
| African American | * | 344 | 0.9% | | |
| Hispanic | * | 1,460 | 0.6% | | |
| Multi-Ethnic | 0 | 78 | NC | | |
| Pacific Islander | 0 | 14 | NC | | |
| White | * | 1,055 | 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% | 2,434 | 945 | 38.8% | >76% | No |
| B. <40% | | 362 | 14.9% | <9% | No |
| C. Separate Schools | | 91 | 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 REDLANDS 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 | 261 | 73 | 28.0% | >40.9% | No |
| B. Separate | | 188 | 72.0% | <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 | 77 | 115 | 67.0% | 72.7% | No |
| 2. Functioning within age expectations | 134 | 199 | 67.3% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 73 | 110 | 66.4% | 70.0% | No |
| 2. Functioning within age expectations | 129 | 199 | 64.8% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 67 | 94 | 71.3% | 75.0% | No |
| 2. Functioning within age expectations | 142 | 199 | 71.4% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 3,262 | 3,269 | 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 REDLANDS 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 |
|---|---|---|---|---|---|
| 646 | 405 | 241 | 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 REDLANDS 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 | 14 | 96 | 38 | 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 |
|---|---|---|---|---|
| 594 | 580 | 97.6% | 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 REDLANDS 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 | 158 | 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 REDONDO BEACH UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1975341 | FMTA Region | 1 |
| District Name | REDONDO BEACH 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 |
|---|---|---|
| 73.6 | 91.53 | 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 | 97% | 95% | Yes | 57.8% | 89.0% | No |
| Math | 99% | 95% | Yes | 55.5% | 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? |
|---|---|---|---|---|
| 0 | 1,265 | 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 REDONDO BEACH UNIFIED 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 | 87 | NC | | |
| African American | 0 | 77 | NC | | |
| Hispanic | 0 | 360 | NC | | |
| Multi-Ethnic | 0 | 88 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 644 | 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% | 938 | 537 | 57.2% | >76% | No |
| B. <40% | | 134 | 14.3% | <9% | No |
| C. Separate Schools | | 47 | 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 REDONDO BEACH 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 | 135 | 31 | 23.0% | >40.9% | No |
| B. Separate | | 92 | 68.1% | <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 | 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 |
|---|---|---|---|---|
| 1,186 | 1,188 | 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 REDONDO BEACH 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 |
|---|---|---|---|---|---|
| 232 | 168 | 64 | 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 REDONDO BEACH 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 |
|---|---|---|---|---|
| 233 | 203 | 87.1% | 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 REDONDO BEACH 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 REDWOOD CITY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4169005 | FMTA Region | 3 |
| District Name | REDWOOD CITY ELEMENTARY | SELPA | 4100 San Mateo County |

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

| 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 | 34.9% | 89.2% | No |
| Math | 98% | 95% | Yes | 40.3% | 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? |
|---|---|---|---|---|
| * | 1,405 | 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 REDWOOD CITY ELEMENTARY 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 | * | NC | 2.54% | No |
| Asian | 0 | 34 | NC | | |
| African American | 0 | 43 | NC | | |
| Hispanic | * | 974 | NC | | |
| Multi-Ethnic | 0 | 23 | NC | | |
| Pacific Islander | 0 | 17 | NC | | |
| White | * | 307 | 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% | 1,041 | 543 | 52.2% | >76% | No |
| B. <40% | | 213 | 20.5% | <9% | No |
| C. Separate Schools | | 24 | 2.3% | <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 REDWOOD 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 | 166 | 89 | 53.6% | >40.9% | Yes |
| B. Separate | | 52 | 31.3% | <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 | 81 | 138 | 58.7% | 72.7% | No |
| 2. Functioning within age expectations | 217 | 312 | 69.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 90 | 135 | 66.7% | 70.0% | No |
| 2. Functioning within age expectations | 230 | 312 | 73.7% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 93 | 147 | 63.3% | 75.0% | No |
| 2. Functioning within age expectations | 217 | 312 | 69.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 1,410 | 1,412 | 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 REDWOOD 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 | 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 |
|---|---|---|---|---|---|
| 363 | 254 | 109 | 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 REDWOOD 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 |
|---|---|---|---|---|---|---|
| 242 | 31 | 165 | 46 | 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 REDWOOD 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 REED UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2165425 | FMTA Region | 3 |
| District Name | REED UNION ELEMENTARY | SELPA | 2100 Marin County |

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

| 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% | -- | 59.2% | 89.2% | -- |
| Math | 97% | 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? |
|---|---|---|---|---|
| * | 135 | 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 REED UNION 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 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 11 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | * | 107 | 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% | 87 | 57 | 65.5% | >76% | No |
| B. <40% | | 11 | 12.6% | <9% | No |
| C. Separate Schools | | * | 8.0% | <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 REED UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 20 | 12 | 60.0% | >40.9% | Yes |
| B. Separate | | * | 35.0% | <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 | 51 | 68 | 75.0% | 72.7% | Yes |
| 2. Functioning within age expectations | 123 | 169 | 72.8% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 51 | 66 | 77.3% | 70.0% | Yes |
| 2. Functioning within age expectations | 125 | 169 | 74.0% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 45 | 62 | 72.6% | 75.0% | No |
| 2. Functioning within age expectations | 128 | 169 | 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 |
|---|---|---|---|---|
| 127 | 127 | 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 REED 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 |
|---|---|---|---|---|---|
| 51 | 39 | 12 | 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 REED 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 |
|---|---|---|---|---|---|---|
| 87 | 16 | 55 | 14 | 96.5% | 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 REED 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 REEDS CREEK ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5271647 | FMTA Region | 4 |
| District Name | REEDS CREEK 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% | -- | --% | 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 | 21 | 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 REEDS CREEK 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 | 0 | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | * | NC | | |
| Multi-Ethnic | 0 | 0 | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 17 | 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% | 13 | 13 | 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 REEDS CREEK ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >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 |
|---|---|---|---|---|
| 24 | 24 | 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 REEDS CREEK ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 REEDS CREEK ELEMENTARY School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | 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 REEDS CREEK ELEMENTARY School District

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

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

| Measure | 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 REEF-SUNSET UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1673932 | FMTA Region | 2 |
| District Name | REEF-SUNSET UNIFIED | SELPA | 1600 Kings County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 46.7 | 83.33 | 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 |
|---|---|---|
| 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 | 99% | 95% | Yes | 22.7% | 89.0% | No |
| Math | 96% | 95% | Yes | 26.1% | 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? |
|---|---|---|---|---|
| * | 284 | 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 REEF-SUNSET 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 | 0 | NC | 2.54% | No |
| Asian | 0 | 0 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | * | 270 | 1.1% | | |
| 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% | 210 | 158 | 75.2% | >76% | No |
| B. <40% | | 30 | 14.3% | <9% | No |
| C. Separate Schools | | * | 1.9% | <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 REEF-SUNSET UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 25 | 13 | 52.0% | >40.9% | Yes |
| B. Separate | | * | 20.0% | <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 | 39 | 57 | 68.4% | 72.7% | No |
| 2. Functioning within age expectations | 55 | 91 | 60.4% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 44 | 66 | 66.7% | 70.0% | No |
| 2. Functioning within age expectations | 50 | 91 | 54.9% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 42 | 55 | 76.4% | 75.0% | Yes |
| 2. Functioning within age expectations | 60 | 91 | 65.9% | 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 |
|---|---|---|---|---|
| 278 | 282 | 98.6% | >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 REEF-SUNSET 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 |
|---|---|---|---|---|---|
| 38 | 30 | * | 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 REEF-SUNSET 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 |
|---|---|---|---|---|---|---|
| 53 | * | 46 | * | 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 |
|---|---|---|---|---|
| 63 | 63 | 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 REEF-SUNSET 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 RESCUE UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 0961978 | FMTA Region | 4 |
| District Name | RESCUE 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 | 96% | 95% | Yes | 56.0% | 89.2% | No |
| Math | 98% | 95% | Yes | 57.5% | 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? |
|---|---|---|---|---|
| * | 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 RESCUE 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 | 18 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 76 | NC | | |
| Multi-Ethnic | 0 | 28 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 420 | 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% | 390 | 238 | 61.0% | >76% | No |
| B. <40% | | 16 | 4.1% | <9% | Yes |
| 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 RESCUE 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 | 60 | 46 | 76.7% | >40.9% | Yes |
| B. Separate | | * | 8.3% | <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 | 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 |
|---|---|---|---|---|
| 572 | 576 | 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 RESCUE 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 |
|---|---|---|---|---|---|
| 128 | 92 | 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 RESCUE 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 RESCUE 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 RIALTO UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3667850 | FMTA Region | 5 |
| District Name | RIALTO UNIFIED | SELPA | 3602 East Valley Consortium |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 58.7 | 78.49 | 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 |
|---|---|---|
| 15.2 | <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 | 27.4% | 89.0% | No |
| Math | 99% | 95% | Yes | 27.4% | 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 | 3,161 | 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 RIALTO UNIFIED 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 | 17 | NC | 2.54% | No |
| Asian | 0 | 31 | NC | | |
| African American | 11 | 653 | 1.7% | | |
| Hispanic | * | 2,168 | 0.4% | | |
| Multi-Ethnic | * | 21 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 263 | 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% | 2,483 | 1,210 | 48.7% | >76% | No |
| B. <40% | | 833 | 33.5% | <9% | No |
| C. Separate Schools | | 82 | 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 RIALTO 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 | 185 | 96 | 51.9% | >40.9% | Yes |
| B. Separate | | 87 | 47.0% | <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 | 77 | 115 | 67.0% | 72.7% | No |
| 2. Functioning within age expectations | 134 | 199 | 67.3% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 73 | 110 | 66.4% | 70.0% | No |
| 2. Functioning within age expectations | 129 | 199 | 64.8% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 67 | 94 | 71.3% | 75.0% | No |
| 2. Functioning within age expectations | 142 | 199 | 71.4% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 3,000 | 3,003 | 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 RIALTO 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 | 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 |
|---|---|---|---|---|---|
| 537 | 279 | 258 | 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 RIALTO 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 | 14 | 96 | 38 | 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 |
|---|---|---|---|---|
| 687 | 677 | 98.5% | 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 RIALTO 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 | 130 | 34 | 26.2% | 50% | No |
| B. Higher Ed or Competitively Employed | | 57 | 43.8% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 88 | 67.7% | 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 RICHFIELD ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5271654 | FMTA Region | 4 |
| District Name | RICHFIELD 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% | -- | --% | 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 | 18 | 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 RICHFIELD 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 | * | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | * | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 14 | 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 | 15 | 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 RICHFIELD ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 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 |
|---|---|---|---|---|
| 22 | 22 | 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 RICHFIELD ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 RICHFIELD ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 RICHGROVE ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472082 | FMTA Region | 2 |
| District Name | RICHGROVE 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 | 92% | 95% | -- | 21.7% | 89.2% | -- |
| Math | 92% | 95% | -- | 34.8% | 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? |
|---|---|---|---|---|
| 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 RICHGROVE ELEMENTARY 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 | 0 | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | 38 | 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% | 27 | 20 | 74.1% | >76% | No |
| B. <40% | | * | 25.9% | <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 RICHGROVE ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 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 |
|---|---|---|---|---|
| 43 | 43 | 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 RICHGROVE ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 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 RICHGROVE ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 RICHLAND-LERDO ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1563578 | FMTA Region | 2 |
| District Name | RICHLAND-LERDO 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 | 98% | 95% | Yes | 20.4% | 89.2% | Yes - Alt |
| Math | 99% | 95% | Yes | 36.9% | 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? |
|---|---|---|---|---|
| * | 403 | 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 RICHLAND-LERDO ELEMENTARY 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 | * | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | * | 344 | 0.6% | | |
| 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% | 300 | 192 | 64.0% | >76% | No |
| B. <40% | | 85 | 28.3% | <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 RICHLAND-LERDO ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | * | 15.1% | >40.9% | No |
| B. Separate | | 45 | 84.9% | <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 | 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 |
|---|---|---|---|---|
| 264 | 267 | 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 RICHLAND-LERDO ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 74 | 48 | 26 | 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
RICHLAND-LERDO ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 RICHMOND ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1864170 | FMTA Region | 4 |
| District Name | RICHMOND ELEMENTARY | SELPA | 1800 Lassen County |

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

| 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% | -- | 72.7% | 89.2% | -- |
| Math | 100% | 95% | -- | 46.2% | 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 | 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 RICHMOND ELEMENTARY 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 | 0 | NC | 2.54% | No |
| Asian | 0 | 0 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | * | NC | | |
| Multi-Ethnic | 0 | 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% | 19 | 15 | 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 RICHMOND ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 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 |
|---|---|---|---|---|
| 22 | 22 | 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 RICHMOND ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 RICHMOND ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 RIM OF THE WORLD UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3667868 | FMTA Region | 5 |
| District Name | RIM OF THE WORLD UNIFIED | SELPA | 3602 East Valley Consortium |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 82.4 | 77.97 | 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 |
|---|---|---|
| 5.9 | <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 | 99% | 95% | Yes | 32.5% | 89.0% | No |
| Math | 98% | 95% | Yes | 37.9% | 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 | 672 | 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 RIM OF THE WORLD 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 | * | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 20 | NC | | |
| Hispanic | 0 | 173 | NC | | |
| Multi-Ethnic | 0 | 26 | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 447 | 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% | 492 | 271 | 55.1% | >76% | No |
| B. <40% | | 129 | 26.2% | <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 RIM OF THE WORLD 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 | 63 | 25 | 39.7% | >40.9% | No |
| B. Separate | | 37 | 58.7% | <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 | 77 | 115 | 67.0% | 72.7% | No |
| 2. Functioning within age expectations | 134 | 199 | 67.3% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 73 | 110 | 66.4% | 70.0% | No |
| 2. Functioning within age expectations | 129 | 199 | 64.8% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 67 | 94 | 71.3% | 75.0% | No |
| 2. Functioning within age expectations | 142 | 199 | 71.4% | 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 |
|---|---|---|---|---|
| 608 | 613 | 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 RIM OF THE WORLD 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 | 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 |
|---|---|---|---|---|---|
| 118 | 87 | 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 RIM OF THE WORLD 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 | 14 | 96 | 38 | 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 |
|---|---|---|---|---|
| 131 | 129 | 98.5% | 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 RIM OF THE WORLD 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 | 40 | * | 12.5% | 50% | No |
| B. Higher Ed or Competitively Employed | | * | 22.5% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 20 | 50.0% | 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 RINCON VALLEY UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4970896 | FMTA Region | 3 |
| District Name | RINCON VALLEY UNION ELEMENTARY | SELPA | 4900 Sonoma County |

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

| 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 | 48.2% | 89.2% | No |
| Math | 98% | 95% | Yes | 49.8% | 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 | 479 | 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 RINCON VALLEY UNION ELEMENTARY 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 | 12 | NC | | |
| African American | 0 | 11 | NC | | |
| Hispanic | 0 | 134 | NC | | |
| Multi-Ethnic | 0 | 14 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 297 | 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% | 271 | 174 | 64.2% | >76% | No |
| B. <40% | | 73 | 26.9% | <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 RINCON VALLEY UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 62 | 62 | 100.0% | >40.9% | Yes |
| B. Separate | | 0 | NC | <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 | 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 |
|---|---|---|---|---|
| 378 | 381 | 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 RINCON VALLEY UNION ELEMENTARY School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | 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 |
|---|---|---|---|---|---|
| 100 | 82 | 18 | 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 RINCON VALLEY UNION ELEMENTARY School District

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

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

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

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

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

| Measure | 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 RIO BRAVO-GREELEY UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1573544 | FMTA Region | 2 |
| District Name | RIO BRAVO-GREELEY UNION 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% | -- | 22.4% | 89.2% | -- |
| Math | 100% | 95% | -- | 23.7% | 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? |
|---|---|---|---|---|
| * | 98 | 2.0% | 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 RIO BRAVO-GREELEY UNION ELEMENTARY 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 | * | NC | | |
| Hispanic | * | 34 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | * | 56 | 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% | 76 | 55 | 72.4% | >76% | No |
| B. <40% | | * | 10.5% | <9% | No |
| C. Separate Schools | | * | 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 RIO BRAVO-GREELEY 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 | | * | 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 |
|---|---|---|---|---|
| 94 | 95 | 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 RIO BRAVO-GREELEY 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 |
|---|---|---|---|---|---|
| 25 | 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 RIO BRAVO-GREELEY 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 |
|---|---|---|---|---|---|---|
| 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 RIO BRAVO-GREELEY 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 RIO DELL ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1263008 | FMTA Region | 4 |
| District Name | RIO DELL 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% | Yes - Alt | 47.3% | 89.2% | No |
| Math | 99% | 95% | Yes - Alt | 59.3% | 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? |
|---|---|---|---|---|
| * | 84 | 2.4% | 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 RIO DELL 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% | Yes |
| Asian | 0 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 12 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | * | 67 | 3.0% | | |

*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% | 70 | 51 | 72.9% | >76% | No |
| B. <40% | | 14 | 20.0% | <9% | No |
| 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 RIO DELL ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 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 |
|---|---|---|---|---|
| 90 | 90 | 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 RIO DELL ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 | 17 | * | 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 RIO DELL ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 RIO ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5672561 | FMTA Region | 2 |
| District Name | RIO ELEMENTARY | SELPA | 5600 Ventura County |

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

| 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 | 26.0% | 89.2% | No |
| Math | 99% | 95% | Yes | 27.3% | 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 | 531 | 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 RIO 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 | * | NC | 2.54% | No |
| Asian | 0 | 21 | NC | | |
| African American | 0 | 18 | NC | | |
| Hispanic | 0 | 423 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 58 | 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% | 361 | 204 | 56.5% | >76% | No |
| B. <40% | | 95 | 26.3% | <9% | No |
| C. Separate Schools | | * | 2.5% | <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 RIO ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 103 | 72 | 69.9% | >40.9% | Yes |
| B. Separate | | 22 | 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 | 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 |
|---|---|---|---|---|
| 555 | 559 | 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 RIO ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 102 | 68 | 34 | 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 RIO ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 RIPON UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3968650 | FMTA Region | 2 |
| District Name | RIPON 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 |
|---|---|---|
| 50.0 | 85.78 | 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 |
|---|---|---|
| 12.5 | <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 | 41.1% | 89.0% | No |
| Math | 98% | 95% | Yes | 44.8% | 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? |
|---|---|---|---|---|
| * | 339 | 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 RIPON UNIFIED 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 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 103 | NC | | |
| Multi-Ethnic | 0 | 25 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 196 | 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% | 258 | 154 | 59.7% | >76% | No |
| B. <40% | | 30 | 11.6% | <9% | No |
| C. Separate Schools | | * | 1.9% | <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 RIPON 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 | 33 | * | 9.1% | >40.9% | No |
| B. Separate | | * | 12.1% | <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 | 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 |
|---|---|---|---|---|
| 310 | 312 | 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 RIPON 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 | 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 |
|---|---|---|---|---|---|
| 73 | 56 | 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 RIPON 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 |
|---|---|---|---|---|
| 65 | 50 | 76.9% | 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 RIPON 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 RIVER DELTA JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3467413 | FMTA Region | 4 |
| District Name | RIVER DELTA JOINT UNIFIED | SELPA | 3401 Sacramento County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 82.6 | 93.88 | 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 | 98% | 95% | Yes | 39.4% | 89.0% | No |
| Math | 99% | 95% | Yes | 42.7% | 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? |
|---|---|---|---|---|
| * | 364 | 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 RIVER DELTA JOINT UNIFIED 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 | * | NC | | |
| African American | 0 | 12 | NC | | |
| Hispanic | 0 | 166 | NC | | |
| Multi-Ethnic | 0 | 20 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 160 | 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% | 258 | 155 | 60.1% | >76% | No |
| B. <40% | | 33 | 12.8% | <9% | No |
| C. Separate Schools | | * | 3.5% | <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 RIVER DELTA 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 | 30 | 16 | 53.3% | >40.9% | Yes |
| B. Separate | | * | 23.3% | <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 | 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 |
|---|---|---|---|---|
| 331 | 340 | 97.4% | >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 RIVER DELTA 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 |
|---|---|---|---|---|---|
| 63 | 37 | 26 | 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
RIVER DELTA 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 56 | 50 | 89.3% | 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 RIVER DELTA 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 | 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 RIVER SPRINGS CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 0110833 | FMTA Region | 5 |
| District Name | RIVER SPRINGS CHARTER | SELPA | 3301 Riverside County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 60.0 | 71.63 | 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 |
|---|---|---|
| 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 | 97% | 95% | Yes | 34.9% | 89.2% | No |
| Math | 99% | 95% | Yes | 34.5% | 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 | 506 | 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 RIVER SPRINGS CHARTER 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 | 0 | * | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 26 | NC | | |
| Hispanic | 0 | 159 | NC | | |
| Multi-Ethnic | 0 | 31 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 281 | 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% | 404 | 384 | 95.0% | >76% | Yes |
| B. <40% | | 15 | 3.7% | <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 RIVER SPRINGS 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 | 267 | 432 | 61.8% | 72.7% | No |
| 2. Functioning within age expectations | 467 | 758 | 61.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 281 | 444 | 63.3% | 70.0% | No |
| 2. Functioning within age expectations | 466 | 758 | 61.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 270 | 391 | 69.1% | 75.0% | No |
| 2. Functioning within age expectations | 505 | 758 | 66.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 469 | 470 | 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 RIVER SPRINGS 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 | 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 |
|---|---|---|---|---|---|
| 105 | 43 | 62 | 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
RIVER SPRINGS 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 |
|---|---|---|---|---|---|---|
| 467 | 57 | 363 | 44 | 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 |
|---|---|---|---|---|
| 59 | 59 | 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 RIVER SPRINGS 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 | 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 RIVERBANK UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 5075556 | FMTA Region | 2 |
| District Name | RIVERBANK UNIFIED | SELPA | 5001 Stanislaus County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 60.0 | 81.48 | 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 |
|---|---|---|
| 26.7 | <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 | 99% | 95% | Yes | 18.4% | 89.0% | No |
| Math | 99% | 95% | Yes | 20.8% | 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? |
|---|---|---|---|---|
| * | 329 | 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 RIVERBANK 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 | 0 | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 223 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 94 | 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% | 226 | 90 | 39.8% | >76% | No |
| B. <40% | | 97 | 42.9% | <9% | No |
| C. Separate Schools | | 16 | 7.1% | <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 RIVERBANK UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 32 | 23 | 71.9% | >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 | 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 |
|---|---|---|---|---|
| 330 | 330 | 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 RIVERBANK 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 |
|---|---|---|---|---|---|
| 52 | 43 | * | 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 RIVERBANK 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 54 | 50 | 92.6% | 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 RIVERBANK 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 RIVERDALE JOINT UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1075408 | FMTA Region | 2 |
| District Name | RIVERDALE JOINT UNIFIED | SELPA | 1001 Fresno County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 100.0 | 97.20 | 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 | 97% | 95% | -- | 13.5% | 89.0% | -- |
| Math | 97% | 95% | -- | 11.5% | 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? |
|---|---|---|---|---|
| * | 197 | 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 RIVERDALE JOINT UNIFIED 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 | 0 | * | NC | | |
| Hispanic | 0 | 150 | NC | | |
| Multi-Ethnic | 0 | 0 | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | * | 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% | 139 | 77 | 55.4% | >76% | No |
| B. <40% | | 27 | 19.4% | <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 RIVERDALE 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 | 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 | 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 |
|---|---|---|---|---|
| 195 | 195 | 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 RIVERDALE 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 |
|---|---|---|---|---|---|
| 30 | 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 RIVERDALE 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 36 | 35 | 97.2% | 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 RIVERDALE 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 | 12 | * | 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 RIVERSIDE COUNTY SCHOOLS School District

| | | | |
|---|---|---|---|
| CDS Code | 3310330 | FMTA Region | 5 |
| District Name | RIVERSIDE COUNTY SCHOOLS | SELPA | 3301 Riverside County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 66.8 | 82.46 | 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 |
|---|---|---|
| 14.5 | <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 | 16.0% | 89.0% | -- |
| Math | 91% | 95% | No | 13.0% | 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 | * | 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 RIVERSIDE COUNTY SCHOOLS 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 | 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% | * | 0 | NA | >76% | NA |
| B. <40% | | 0 | 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 RIVERSIDE 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 | 267 | 432 | 61.8% | 72.7% | No |
| 2. Functioning within age expectations | 467 | 758 | 61.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 281 | 444 | 63.3% | 70.0% | No |
| 2. Functioning within age expectations | 466 | 758 | 61.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 270 | 391 | 69.1% | 75.0% | No |
| 2. Functioning within age expectations | 505 | 758 | 66.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 171 | 183 | 93.4% | >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 RIVERSIDE 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 |
|---|---|---|---|---|---|
| 18 | 18 | 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
RIVERSIDE 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 |
|---|---|---|---|---|---|---|
| 467 | 57 | 363 | 44 | 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 |
|---|---|---|---|---|
| 12 | 11 | 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 RIVERSIDE 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 | 80 | * | 5.0% | 50% | No |
| B. Higher Ed or Competitively Employed | | * | 11.3% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 19 | 23.8% | 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 RIVERSIDE UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3367215 | FMTA Region | 5 |
| District Name | RIVERSIDE UNIFIED | SELPA | 3312 Riverside 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 |
|---|---|---|
| 77.9 | 81.79 | 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 |
|---|---|---|
| 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 | 98% | 95% | Yes | 34.2% | 89.0% | No |
| Math | 98% | 95% | Yes | 37.6% | 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? |
|---|---|---|---|---|
| 51 | 5,978 | 0.9% | 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 RIVERSIDE UNIFIED 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 | 40 | NC | 2.54% | No |
| Asian | * | 132 | 1.5% | | |
| African American | * | 666 | 1.5% | | |
| Hispanic | 27 | 3,240 | 0.8% | | |
| Multi-Ethnic | * | 192 | NC | | |
| Pacific Islander | 0 | 31 | NC | | |
| White | 11 | 1,677 | 0.7% | | |

*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% | 4,353 | 1,721 | 39.5% | >76% | No |
| B. <40% | | 1,620 | 37.2% | <9% | No |
| C. Separate Schools | | 229 | 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 RIVERSIDE 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 | 469 | 93 | 19.8% | >40.9% | No |
| B. Separate | | 332 | 70.8% | <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 | 31 | 57 | 54.4% | 72.7% | No |
| 2. Functioning within age expectations | 86 | 124 | 69.4% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 48 | 71 | 67.6% | 70.0% | No |
| 2. Functioning within age expectations | 79 | 124 | 63.7% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 36 | 60 | 60.0% | 75.0% | No |
| 2. Functioning within age expectations | 83 | 124 | 66.9% | 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 |
|---|---|---|---|---|
| 5,943 | 5,951 | 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 RIVERSIDE 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 |
|---|---|---|---|---|---|
| 1,135 | 880 | 244 | 98.8% | 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 RIVERSIDE 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 |
|---|---|---|---|---|---|---|
| 71 | * | 50 | 17 | 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 |
|---|---|---|---|---|
| 1044 | 1011 | 96.8% | 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 RIVERSIDE 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 | 327 | 75 | 22.9% | 50% | No |
| B. Higher Ed or Competitively Employed | | 107 | 32.7% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 117 | 35.8% | 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 ROBERTS FERRY UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5071233 | FMTA Region | 2 |
| District Name | ROBERTS FERRY 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 | 100% | 95% | -- | 41.7% | 89.2% | -- |
| Math | 100% | 95% | -- | 33.3% | 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 | 14 | 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 ROBERTS FERRY UNION ELEMENTARY 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 | 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% | 13 | 13 | 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 ROBERTS FERRY UNION ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | 0 | NC | >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 | 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 |
|---|---|---|---|---|
| 24 | 24 | 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 ROBERTS FERRY 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 ROBERTS FERRY 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 |
|---|---|---|---|---|
| * | * | 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 ROBERTS FERRY 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 ROBLA ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3467421 | FMTA Region | 4 |
| District Name | ROBLA 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 | 99% | 95% | Yes | 24.4% | 89.2% | No |
| Math | 99% | 95% | Yes | 31.2% | 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 | 347 | 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 ROBLA 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 | * | NC | 2.54% | No |
| Asian | 0 | 36 | NC | | |
| African American | 0 | 76 | NC | | |
| Hispanic | 0 | 139 | NC | | |
| Multi-Ethnic | 0 | 13 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 75 | 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% | 247 | 151 | 61.1% | >76% | No |
| B. <40% | | 61 | 24.7% | <9% | No |
| 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 ROBLA ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 42 | 34 | 81.0% | >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 | 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 |
|---|---|---|---|---|
| 319 | 319 | 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 ROBLA ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 67 | 30 | 37 | 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 ROBLA ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROCKETSHIP ACADEMY FOR BRILLIANT MINDS #6 School District

| | | | |
|---|---|---|---|
| CDS Code | 0125781 | FMTA Region | 4 |
| District Name | ROCKETSHIP ACADEMY FOR BRILLIANT MINDS #6 | 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? |
|---|---|---|---|---|
| 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 ROCKETSHIP ACADEMY FOR BRILLIANT MINDS #6 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 | 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 | >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 ROCKETSHIP ACADEMY FOR BRILLIANT MINDS #6 School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 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 ROCKETSHIP ACADEMY FOR BRILLIANT MINDS #6 School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 ROCKETSHIP ACADEMY FOR BRILLIANT MINDS #6 School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROCKETSHIP ALMA ACADEMY School District

| | | | |
|---|---|---|---|
| CDS Code | 0125799 | FMTA Region | 4 |
| District Name | ROCKETSHIP ALMA ACADEMY | 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? |
|---|---|---|---|---|
| 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 ROCKETSHIP ALMA ACADEMY 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 | 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% | 12 | 12 | 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 ROCKETSHIP ALMA ACADEMY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >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 |
|---|---|---|---|---|
| 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 ROCKETSHIP ALMA 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 | 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 ROCKETSHIP ALMA 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 ROCKETSHIP ALMA 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 ROCKETSHIP FIVE (DISCOVERY) (1193) School District

| | | | |
|---|---|---|---|
| CDS Code | 0123281 | FMTA Region | 4 |
| District Name | ROCKETSHIP FIVE (DISCOVERY) (1193) | 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% | -- | 33.3% | 89.2% | -- |
| Math | 100% | 95% | -- | 36.7% | 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 | 36 | 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 ROCKETSHIP FIVE (DISCOVERY) (1193) 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 | * | NC | | |
| Hispanic | 0 | 30 | NC | | |
| Multi-Ethnic | 0 | 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% | 46 | 42 | 91.3% | >76% | Yes |
| B. <40% | | * | 6.5% | <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 ROCKETSHIP FIVE (DISCOVERY) (1193) School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 58 | 58 | 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 ROCKETSHIP FIVE (DISCOVERY) (1193) School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 ROCKETSHIP FIVE (DISCOVERY) (1193) School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 ROCKETSHIP FIVE (DISCOVERY) (1193) School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROCKETSHIP FOUR (MOSAIC) (1192) School District

| | | | |
|---|---|---|---|
| CDS Code | 0123299 | FMTA Region | 4 |
| District Name | ROCKETSHIP FOUR (MOSAIC) (1192) | 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 | 88% | 95% | -- | 42.9% | 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 | 18 | 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 ROCKETSHIP FOUR (MOSAIC) (1192) 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 | 0 | NC | | |
| Hispanic | 0 | 12 | NC | | |
| Multi-Ethnic | 0 | 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% | 21 | 21 | 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 ROCKETSHIP FOUR (MOSAIC) (1192) School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 38 | 38 | 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 ROCKETSHIP FOUR (MOSAIC) (1192) School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 ROCKETSHIP FOUR (MOSAIC) (1192) School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 ROCKETSHIP FOUR (MOSAIC) (1192) School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROCKETSHIP LOS SUEÑOS ACADEMY (ROCKETSHIP THREE) School District

| | | | |
|---|---|---|---|
| CDS Code | 0120642 | FMTA Region | 4 |
| District Name | ROCKETSHIP LOS SUEÑOS ACADEMY (ROCKETSHIP THREE) | 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 | 85% | 95% | -- | 17.6% | 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 | 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 ROCKETSHIP LOS SUEÑOS ACADEMY (ROCKETSHIP THREE) 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 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 42 | NC | | |
| Multi-Ethnic | 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% | 37 | 36 | 97.3% | >76% | Yes |
| 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 ROCKETSHIP LOS SUEÑOS ACADEMY (ROCKETSHIP THREE) School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 49 | 49 | 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 ROCKETSHIP LOS SUEÑOS ACADEMY (ROCKETSHIP THREE) School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 ROCKETSHIP LOS SUEÑOS ACADEMY (ROCKETSHIP THREE) School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROCKETSHIP MATEO SHEEDY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 0113704 | FMTA Region | 4 |
| District Name | ROCKETSHIP MATEO SHEEDY ELEMENTARY | 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% | -- | 33.3% | 89.2% | -- |
| Math | 100% | 95% | -- | 72.2% | 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 | 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 ROCKETSHIP MATEO SHEEDY 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 | * | NC | | |
| Hispanic | 0 | 23 | 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% | 15 | 15 | 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 ROCKETSHIP MATEO SHEEDY ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 19 | 19 | 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 ROCKETSHIP MATEO SHEEDY ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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
ROCKETSHIP MATEO SHEEDY ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROCKETSHIP SI SE PUEDE ACADEMY School District

| | | | |
|---|---|---|---|
| CDS Code | 0119024 | FMTA Region | 4 |
| District Name | ROCKETSHIP SI SE PUEDE ACADEMY | 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% | -- | 56.0% | 89.2% | -- |
| Math | 100% | 95% | -- | 72.0% | 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 | 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 ROCKETSHIP SI SE PUEDE ACADEMY 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 | 0 | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | 22 | 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% | 17 | 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 ROCKETSHIP SI SE PUEDE ACADEMY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >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 |
|---|---|---|---|---|
| 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 ROCKETSHIP SI SE PUEDE 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 |
|---|---|---|---|---|---|
| * | * | 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 ROCKETSHIP SI SE PUEDE 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 ROCKETSHIP SI SE PUEDE 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 ROCKFORD ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 5472090 | FMTA Region | 2 |
| District Name | ROCKFORD 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 | 80% | 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 | 14 | 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 ROCKFORD 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 | 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% | 11 | 11 | 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 ROCKFORD ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 |
|---|---|---|---|---|
| 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 ROCKFORD ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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
ROCKFORD ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROCKLIN ACADEMY (MEYERS STREET) School District

| | | | |
|---|---|---|---|
| CDS Code | 0114371 | FMTA Region | 4 |
| District Name | ROCKLIN ACADEMY (MEYERS STREET) | 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 | 94% | 95% | -- | 78.6% | 89.2% | -- |
| Math | 100% | 95% | -- | 60.0% | 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 | 20 | 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 ROCKLIN ACADEMY (MEYERS STREET) 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 | 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 | 14 | 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 ROCKLIN ACADEMY (MEYERS STREET) School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. 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 |
|---|---|---|---|---|
| 20 | 20 | 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 ROCKLIN ACADEMY (MEYERS STREET) School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 ROCKLIN ACADEMY (MEYERS STREET) School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROCKLIN ACADEMY (TURNSTONE) School District

| | | | |
|---|---|---|---|
| CDS Code | 6118392 | FMTA Region | 4 |
| District Name | ROCKLIN ACADEMY (TURNSTONE) | 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% | -- | 77.4% | 89.2% | -- |
| Math | 100% | 95% | -- | 80.6% | 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 ROCKLIN ACADEMY (TURNSTONE) 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 | 0 | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | * | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 18 | 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% | 28 | 28 | 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 ROCKLIN ACADEMY (TURNSTONE) School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 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 |
|---|---|---|---|---|
| 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 ROCKLIN ACADEMY (TURNSTONE) School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 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 ROCKLIN ACADEMY (TURNSTONE) School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROCKLIN UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 3175085 | FMTA Region | 4 |
| District Name | ROCKLIN UNIFIED | SELPA | 3100 Placer County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 81.7 | 92.70 | 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 |
|---|---|---|
| 6.5 | <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 | 51.8% | 89.0% | No |
| Math | 99% | 95% | Yes | 51.3% | 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? |
|---|---|---|---|---|
| 0 | 1,381 | 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 ROCKLIN UNIFIED 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 | 0 | * | NC | 2.54% | No |
| Asian | 0 | 82 | NC | | |
| African American | 0 | 26 | NC | | |
| Hispanic | 0 | 209 | NC | | |
| Multi-Ethnic | 0 | 94 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 953 | 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% | 1,071 | 638 | 59.6% | >76% | No |
| B. <40% | | 193 | 18.0% | <9% | No |
| C. Separate Schools | | 29 | 2.7% | <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 ROCKLIN UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 133 | 41 | 30.8% | >40.9% | No |
| B. Separate | | 86 | 64.7% | <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 |
|---|---|---|---|---|
| 1,349 | 1,370 | 98.5% | >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 ROCKLIN 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 | 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 |
|---|---|---|---|---|---|
| 260 | 201 | 59 | 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 ROCKLIN 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 231 | 192 | 83.1% | 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 ROCKLIN 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 | 22 | 48.9% | 50% | No |
| B. Higher Ed or Competitively Employed | | 30 | 66.7% | 65% | Yes |
| C. Any Post-Secondary Ed or Employed | | 34 | 75.6% | 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 ROCKY POINT CHARTER School District

| | | | |
|---|---|---|---|
| CDS Code | 0113407 | FMTA Region | 4 |
| District Name | ROCKY POINT CHARTER | SELPA | 4500 Shasta County |

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

| 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? |
|---|---|---|---|---|
| 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 ROCKY POINT CHARTER 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 | 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 | >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 ROCKY POINT 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 | * | 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 | 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 ROCKY POINT 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 |
|---|---|---|---|---|---|
| * | * | 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 ROCKY POINT 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 |
|---|---|---|---|---|---|---|
| 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 ROCKY POINT 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 ROMOLAND ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3367231 | FMTA Region | 5 |
| District Name | ROMOLAND ELEMENTARY | SELPA | 3301 Riverside County |

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

| 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 | 33.6% | 89.2% | No |
| Math | 100% | 95% | Yes | 39.5% | 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? |
|---|---|---|---|---|
| * | 459 | 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 ROMOLAND 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 | * | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | 22 | NC | | |
| Hispanic | * | 309 | NC | | |
| Multi-Ethnic | * | * | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 111 | 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% | 325 | 206 | 63.4% | >76% | No |
| B. <40% | | 89 | 27.4% | <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 ROMOLAND ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 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 | 22 | 23.4% | >40.9% | No |
| B. Separate | | 60 | 63.8% | <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 | 267 | 432 | 61.8% | 72.7% | No |
| 2. Functioning within age expectations | 467 | 758 | 61.6% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 281 | 444 | 63.3% | 70.0% | No |
| 2. Functioning within age expectations | 466 | 758 | 61.5% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 270 | 391 | 69.1% | 75.0% | No |
| 2. Functioning within age expectations | 505 | 758 | 66.6% | 79.0% | No |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 474 | 476 | 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 ROMOLAND ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 110 | 73 | 37 | 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 ROMOLAND ELEMENTARY School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|---|---|
| 467 | 57 | 363 | 44 | 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 ROMOLAND ELEMENTARY School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROSEDALE UNION ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1563750 | FMTA Region | 2 |
| District Name | ROSEDALE UNION 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 | 44.4% | 89.2% | No |
| Math | 99% | 95% | Yes | 44.2% | 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 | 573 | 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 ROSEDALE UNION 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 | 19 | NC | | |
| African American | 0 | 23 | NC | | |
| Hispanic | 0 | 165 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 349 | 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% | 407 | 209 | 51.4% | >76% | No |
| B. <40% | | 73 | 17.9% | <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 ROSEDALE 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 | 66 | 59 | 89.4% | >40.9% | Yes |
| B. Separate | | * | 10.6% | <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 | 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 |
|---|---|---|---|---|
| 585 | 586 | 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 ROSEDALE 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 |
|---|---|---|---|---|---|
| 136 | 99 | 37 | 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
ROSEDALE 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 |
|---|---|---|---|---|---|---|
| 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 ROSEDALE 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 ROSELAND ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 4970904 | FMTA Region | 3 |
| District Name | ROSELAND 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 | 89% | 95% | No | 32.6% | 89.2% | No |
| Math | 96% | 95% | Yes | 41.5% | 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 | 324 | 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 ROSELAND ELEMENTARY School District

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 | * | NC | 2.54% | No |
| Asian | 0 | * | NC | | |
| African American | 0 | * | NC | | |
| Hispanic | 0 | 277 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 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% | 254 | 192 | 75.6% | >76% | No |
| B. <40% | | 54 | 21.3% | <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 ROSELAND ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 47 | 46 | 97.9% | >40.9% | Yes |
| B. Separate | | * | 2.1% | <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 | 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 |
|---|---|---|---|---|
| 248 | 248 | 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 ROSELAND ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 |
|---|---|---|---|---|---|
| 97 | 75 | 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 ROSELAND ELEMENTARY School District

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

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This 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 |
|---|---|---|---|---|
| 20 | 20 | 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 ROSELAND ELEMENTARY School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROSEMEAD ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1964931 | FMTA Region | 1 |
| District Name | ROSEMEAD 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 | 98% | 95% | Yes | 38.2% | 89.2% | No |
| Math | 99% | 95% | Yes | 49.5% | 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 | 330 | 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 ROSEMEAD ELEMENTARY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total 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 | 80 | NC | | |
| African American | 0 | 0 | NC | | |
| Hispanic | 0 | 230 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 14 | 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% | 235 | 127 | 54.0% | >76% | No |
| B. <40% | | 51 | 21.7% | <9% | No |
| C. Separate Schools | | * | 1.7% | <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 ROSEMEAD ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | 34 | 19 | 55.9% | >40.9% | Yes |
| B. Separate | | 11 | 32.4% | <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 | 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 |
|---|---|---|---|---|
| 311 | 314 | 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 ROSEMEAD ELEMENTARY School District

**Indicator 9–Disproportionality Overall**: Percent of racial and ethnic disproportionality among students ages six through twenty-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 | 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 |
|---|---|---|---|---|---|
| 79 | 65 | 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 ROSEMEAD ELEMENTARY School District

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

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

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
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 ROSEVILLE CITY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 3166910 | FMTA Region | 4 |
| District Name | ROSEVILLE CITY 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% | Yes | 53.3% | 89.2% | No |
| Math | 98% | 95% | Yes | 56.1% | 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? |
|---|---|---|---|---|
| * | 1,489 | 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 ROSEVILLE CITY ELEMENTARY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total 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 | 136 | NC | | |
| African American | 0 | 57 | NC | | |
| Hispanic | * | 317 | NC | | |
| Multi-Ethnic | 0 | 58 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 904 | 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% | 965 | 665 | 68.9% | >76% | No |
| B. <40% | | 173 | 17.9% | <9% | No |
| C. Separate Schools | | 17 | 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 ROSEVILLE 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 | 241 | 21 | 8.7% | >40.9% | No |
| B. Separate | | 107 | 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 | 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 |
|---|---|---|---|---|
| 1,499 | 1,531 | 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 ROSEVILLE 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 | 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 |
|---|---|---|---|---|---|
| 353 | 282 | 71 | 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 ROSEVILLE 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 |
|---|---|---|---|---|---|---|
| 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 ROSEVILLE 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 ROSEVILLE JOINT UNION HIGH School District

| | | | |
|---|---|---|---|
| CDS Code | 3166928 | FMTA Region | 4 |
| District Name | ROSEVILLE JOINT UNION HIGH | 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 |
|---|---|---|
| 61.6 | 91.29 | 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 |
|---|---|---|
| 6.6 | <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 | 100% | 95% | Yes | 24.4% | 88.9% | No |
| Math | 100% | 95% | Yes | 25.8% | 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? |
|---|---|---|---|---|
| * | 791 | 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 ROSEVILLE JOINT UNION HIGH School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total 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 | 17 | NC | 2.54% | No |
| Asian | 0 | 47 | NC | | |
| African American | 0 | 63 | NC | | |
| Hispanic | * | 138 | NC | | |
| Multi-Ethnic | 0 | * | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | * | 510 | 0.6% | | |

*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% | 649 | 385 | 59.3% | >76% | No |
| B. <40% | | 25 | 3.9% | <9% | Yes |
| C. Separate Schools | | 20 | 3.1% | <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 ROSEVILLE 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 | 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 |
|---|---|---|---|---|
| 723 | 726 | 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 ROSEVILLE 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 | 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 |
|---|---|---|---|---|---|
| 30 | 17 | 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
ROSEVILLE 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 |
|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|
| 464 | 459 | 98.9% | 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 ROSEVILLE 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 | 98 | 37 | 37.8% | 50% | No |
| B. Higher Ed or Competitively Employed | | 54 | 55.1% | 65% | No |
| C. Any Post-Secondary Ed or Employed | | 68 | 69.4% | 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 ROSS ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2165433 | FMTA Region | 3 |
| District Name | ROSS ELEMENTARY | SELPA | 2100 Marin County |

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

| 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 | 92% | 95% | -- | 54.5% | 89.2% | -- |
| Math | 95% | 95% | -- | 67.6% | 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? |
|---|---|---|---|---|
| * | 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 ROSS ELEMENTARY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total 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 | * | 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% | 35 | 25 | 71.4% | >76% | No |
| 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 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 | * | * | 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 | 51 | 68 | 75.0% | 72.7% | Yes |
| 2. Functioning within age expectations | 123 | 169 | 72.8% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 51 | 66 | 77.3% | 70.0% | Yes |
| 2. Functioning within age expectations | 125 | 169 | 74.0% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 45 | 62 | 72.6% | 75.0% | No |
| 2. Functioning within age expectations | 128 | 169 | 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 |
|---|---|---|---|---|
| 38 | 38 | 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 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 | 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 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 |
|---|---|---|---|---|---|---|
| 87 | 16 | 55 | 14 | 96.5% | 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 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 ROSS VALLEY ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 2175002 | FMTA Region | 3 |
| District Name | ROSS VALLEY ELEMENTARY | SELPA | 2100 Marin County |

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

| 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 | 52.8% | 89.2% | No |
| Math | 99% | 95% | Yes | 48.7% | 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 | 283 | 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 ROSS VALLEY ELEMENTARY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total 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 | 40 | NC | | |
| Multi-Ethnic | 0 | 17 | NC | | |
| Pacific Islander | 0 | 0 | NC | | |
| White | 0 | 213 | 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% | 195 | 149 | 76.4% | >76% | Yes |
| B. <40% | | * | 5.1% | <9% | Yes |
| C. Separate Schools | | * | 3.6% | <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 ROSS 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 | 32 | 23 | 71.9% | >40.9% | Yes |
| B. Separate | | * | 28.1% | <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 | 51 | 68 | 75.0% | 72.7% | Yes |
| 2. Functioning within age expectations | 123 | 169 | 72.8% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 51 | 66 | 77.3% | 70.0% | Yes |
| 2. Functioning within age expectations | 125 | 169 | 74.0% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 45 | 62 | 72.6% | 75.0% | No |
| 2. Functioning within age expectations | 128 | 169 | 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 |
|---|---|---|---|---|
| 246 | 246 | 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 ROSS 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 |
|---|---|---|---|---|---|
| 73 | 52 | 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 ROSS 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 |
|---|---|---|---|---|---|---|
| 87 | 16 | 55 | 14 | 96.5% | 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 ROSS 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 ROUND VALLEY JOINT ELEMENTARY School District

| | | | |
|---|---|---|---|
| CDS Code | 1463305 | FMTA Region | 2 |
| District Name | ROUND VALLEY JOINT ELEMENTARY | SELPA | 1400 Inyo County |

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

| 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 | 90% | 95% | -- | --% | 89.2% | -- |
| Math | 90% | 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 | 15 | 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 ROUND VALLEY JOINT ELEMENTARY School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total 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 | 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% | 11 | * | 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 ROUND VALLEY JOINT ELEMENTARY School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | NA | NA | NC | >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 | 12 | NC | 82.1% | NA |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | * | * | NC | 70.0% | NA |
| 2. Functioning within age expectations | 11 | 12 | NC | 82.5% | NA |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | * | * | NC | 75.0% | NA |
| 2. Functioning within age expectations | * | 12 | NC | 79.0% | NA |

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

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

| Positive Involvement Responses | Total Responses | Percent Positive Involvement | Target This Year | Target Met |
|---|---|---|---|---|
| 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 ROUND VALLEY 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 | 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 ROUND VALLEY 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 |
|---|---|---|---|---|---|---|
| * | 0 | * | 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 ROUND VALLEY 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 ROUND VALLEY UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 2365607 | FMTA Region | 3 |
| District Name | ROUND VALLEY UNIFIED | SELPA | 2300 Mendocino County |

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

| Graduation Rate | Target | Target Met |
|---|---|---|
| 0.0 | 55.56 | 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 | 89% | 95% | -- | 4.8% | 89.0% | -- |
| Math | 81% | 95% | -- | 5.0% | 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 | 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 ROUND VALLEY UNIFIED School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total 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 | 26 | 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 | 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% | 39 | 11 | 28.2% | >76% | No |
| B. <40% | | 15 | 38.5% | <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 ROUND VALLEY UNIFIED School District

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

| Measure | Total No. of Students receiving Special Education (Age 3-5) | No. of Students in the environment | Percent of Students in environment receiving Special Education | Target This Year | Target Met |
|---|---|---|---|---|---|
| A. Regular Program | * | * | NC | >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 | 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 |
|---|---|---|---|---|
| 60 | 60 | 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 ROUND VALLEY UNIFIED School District

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

| Overall Disproportionality | Native American | Asian | African-American | Hispanic | Multi-Ethnic | Pacific Islander | White |
|---|---|---|---|---|---|---|---|
| Disproportionate? | Not Dis | 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 ROUND VALLEY UNIFIED School District

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

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

| No. Children Referred from Part C by Their 3rd Birthday | On Time Ineligible | On Time Eligible | Parental Consent Refusal | 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 |
|---|---|---|---|---|
| 13 | 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 ROUND VALLEY UNIFIED School District

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

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

| Measure | 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 ROWLAND UNIFIED School District

| | | | |
|---|---|---|---|
| CDS Code | 1973452 | FMTA Region | 1 |
| District Name | ROWLAND UNIFIED | SELPA | 1905 Puente Hills 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 |
|---|---|---|
| 58.4 | 83.79 | 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 |
|---|---|---|
| 13.3 | <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 | 99% | 95% | Yes | 39.7% | 89.0% | No |
| Math | 99% | 95% | Yes | 43.1% | 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? |
|---|---|---|---|---|
| * | 1,939 | 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 ROWLAND UNIFIED School District

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

| Ethnicity | Students Suspended or Expelled for More than Ten Days | Total 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 | 286 | NC | | |
| African American | 0 | 67 | NC | | |
| Hispanic | * | 1,411 | 0.4% | | |
| Multi-Ethnic | 0 | 15 | NC | | |
| Pacific Islander | 0 | * | NC | | |
| White | 0 | 150 | 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% | 1,403 | 798 | 56.9% | >76% | No |
| B. <40% | | 436 | 31.1% | <9% | No |
| C. Separate Schools | | 27 | 1.9% | <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 ROWLAND 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 | 187 | 118 | 63.1% | >40.9% | Yes |
| B. Separate | | 68 | 36.4% | <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 | 32 | 58 | 55.2% | 72.7% | No |
| 2. Functioning within age expectations | 56 | 95 | 58.9% | 82.1% | No |
| Outcome B | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 43 | 69 | 62.3% | 70.0% | No |
| 2. Functioning within age expectations | 43 | 95 | 45.3% | 82.5% | No |
| Outcome C | Improved | Total | Percent | Target | -- |
| 1. Substantially Increased | 28 | 42 | 66.7% | 75.0% | No |
| 2. Functioning within age expectations | 64 | 95 | 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 |
|---|---|---|---|---|
| 1,861 | 1,863 | 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 ROWLAND 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 | 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 |
|---|---|---|---|---|---|
| 183 | 165 | 18 | 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 ROWLAND 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 |
|---|---|---|---|---|---|---|
| 74 | 21 | 46 | * | 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 |
|---|---|---|---|---|
| 384 | 376 | 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 ROWLAND 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 | 116 | 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.