2012–13 District Level Special Education Annual Performance Report Measure for SACRAMENTO CITY UNIFIED School District

CDS Code	3467439	FMTA Region	4
District Name	SACRAMENTO CITY UNIFIED	SELPA	3412 Sacramento 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
69.8	79.89	Yes

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

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

Percent Dropped Out	Target	Target Met
5.8	<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	31.1%	89.0%	No
Math	99%	95%	Yes	36.0%	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?
79	7,472	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 SACRAMENTO CITY UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	93	2.2%	2.54%	No
Asian	*	802	NC		
African American	41	1,886	2.2%		
Hispanic	23	2,656	0.9%		
Multi-Ethnic	*	420	1.0%		
Pacific Islander	*	75	NC		
White	*	1,540	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%	5,233	2,981	57.0%	>76%	No
B. <40%		1,179	22.5%	<9%	No
C. Separate Schools		365	7.0%	<3.8%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SACRAMENTO 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	618	381	61.7%	>40.9%	Yes
B. Separate		124	20.1%	<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	38	80	47.5%	72.7%	No
2. Functioning within age expectations	69	132	52.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	37	77	48.1%	70.0%	No
2. Functioning within age expectations	73	132	55.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	36	63	57.1%	75.0%	No
2. Functioning within age expectations	82	132	62.1%	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
6,925	6,977	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 SACRAMENTO CITY UNIFIED School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	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	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
1,273	795	477	99.9%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for
SACRAMENTO 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
100	*	50	40	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
1176	977	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 SACRAMENTO 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	245	83	33.9%	50%	No
B. Higher Ed or Competitively Employed		113	46.1%	65%	No
C. Any Post-Secondary Ed or Employed		149	60.8%	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 SACRAMENTO COUNTY SCHOOLS School District

CDS Code	3410348	FMTA Region	4
District Name	SACRAMENTO COUNTY SCHOOLS	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
59.6	76.94	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
17.5	<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%	No	60.6%	89.0%	No
Math	94%	95%	Yes - Alt	39.9%	89.1%	No

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

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

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

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

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

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

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	60	116	51.7%	72.7%	No
2. Functioning within age expectations	105	193	54.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	68	126	54.0%	70.0%	No
2. Functioning within age expectations	105	193	54.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	77	126	61.1%	75.0%	No
2. Functioning within age expectations	112	193	58.0%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 SACRAMENTO 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
SACRAMENTO 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
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
*	*	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 SACRAMENTO 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 SACRAMENTO RIVER DISCOVERY CHARTER School District

CDS Code	5230073	FMTA Region	4
District Name	SACRAMENTO RIVER DISCOVERY CHARTER	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	75%	95%	--	--%	88.9%	--
Math	75%	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 SACRAMENTO RIVER DISCOVERY CHARTER 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	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 SACRAMENTO RIVER DISCOVERY 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	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
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 SACRAMENTO RIVER DISCOVERY 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
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 SACRAMENTO RIVER DISCOVERY 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
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 SACRAMENTO RIVER DISCOVERY 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 SADDLEBACK VALLEY UNIFIED School District

CDS Code	3073635	FMTA Region	1
District Name	SADDLEBACK VALLEY UNIFIED	SELPA	3002 South 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
75.4	95.35	Yes

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

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

Percent Dropped Out	Target	Target Met
6.2	<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	47.8%	89.0%	No
Math	99%	95%	Yes	49.9%	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?
*	3,879	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 SADDLEBACK VALLEY 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	12	NC	2.54%	No
Asian	0	205	NC		
African American	0	100	NC		
Hispanic	*	1,370	0.2%		
Multi-Ethnic	0	252	NC		
Pacific Islander	0	13	NC		
White	*	1,927	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%	2,903	1,035	35.7%	>76%	No
B. <40%		895	30.8%	<9%	No
C. Separate Schools		112	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 SADDLEBACK 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	441	101	22.9%	>40.9%	No
B. Separate		322	73.0%	<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	63	86	73.3%	72.7%	Yes
2. Functioning within age expectations	124	165	75.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	56	77	72.7%	70.0%	Yes
2. Functioning within age expectations	125	165	75.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	61	78	78.2%	75.0%	Yes
2. Functioning within age expectations	124	165	75.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,591	3,615	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 SADDLEBACK 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	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
715	572	143	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 SADDLEBACK 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
105	12	89	*	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
611	469	76.8%	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 SADDLEBACK 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	137	15	10.9%	50%	No
B. Higher Ed or Competitively Employed		17	12.4%	65%	No
C. Any Post-Secondary Ed or Employed		24	17.5%	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 SALIDA UNION ELEMENTARY School District

CDS Code	5071266	FMTA Region	2
District Name	SALIDA 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	95%	95%	Yes	33.9%	89.2%	No
Math	99%	95%	Yes	34.8%	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?
*	362	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 SALIDA 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	*	NC	2.54%	No
Asian	0	15	NC		
African American	0	23	NC		
Hispanic	0	218	NC		
Multi-Ethnic	0	17	NC		
Pacific Islander	0	*	NC		
White	*	87	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%	242	153	63.2%	>76%	No
B. <40%		59	24.4%	<9%	No
C. Separate Schools		12	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 SALIDA 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	43	25	58.1%	>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	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
361	362	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 SALIDA 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
50	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
SALIDA UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
155	24	113	18	100.0%	100%	Yes

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SALIDA 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 SALINAS CITY ELEMENTARY School District

CDS Code	2766142	FMTA Region	2
District Name	SALINAS CITY ELEMENTARY	SELPA	2700 Monterey County

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

Graduation Rate	Target	Target Met
NC	NA	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	98%	95%	Yes	26.0%	89.2%	No
Math	99%	95%	Yes	27.8%	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	917	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 SALINAS CITY 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	19	NC		
African American	0	12	NC		
Hispanic	0	655	NC		
Multi-Ethnic	0	111	NC		
Pacific Islander	0	*	NC		
White	0	115	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%	640	321	50.2%	>76%	No
B. <40%		198	30.9%	<9%	No
C. Separate Schools		19	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 SALINAS 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	145	74	51.0%	>40.9%	Yes
B. Separate		17	11.7%	<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	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
891	891	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 SALINAS 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	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
207	173	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 SALINAS 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
99	*	88	*	92.6%	100%	No

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

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

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

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

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

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

CDS Code	2766159	FMTA Region	2
District Name	SALINAS UNION HIGH	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
56.4	80.75	Yes

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

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

Percent Dropped Out	Target	Target Met
9.0	<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	24.9%	89.0%	No
Math	98%	95%	Yes	18.5%	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?
11	1,398	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 SALINAS UNION HIGH 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	37	NC		
African American	*	42	NC		
Hispanic	*	1,119	0.8%		
Multi-Ethnic	0	26	NC		
Pacific Islander	0	*	NC		
White	*	162	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%	1,250	680	54.4%	>76%	No
B. <40%		184	14.7%	<9%	No
C. Separate Schools		31	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 SALINAS 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	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
1,362	1,363	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 SALINAS UNION HIGH School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
14	*	*	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 SALINAS 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
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
613	611	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 SALINAS 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	130	28	21.5%	50%	No
B. Higher Ed or Competitively Employed		48	36.9%	65%	No
C. Any Post-Secondary Ed or Employed		65	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 SAN ANTONIO UNION ELEMENTARY School District

CDS Code	2766167	FMTA Region	2
District Name	SAN ANTONIO UNION ELEMENTARY	SELPA	2700 Monterey County

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

Graduation Rate	Target	Target Met
NC	NA	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	50.0%	89.2%	--
Math	93%	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	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 SAN ANTONIO UNION ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	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%	17	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 SAN ANTONIO 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	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
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 SAN ANTONIO 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 SAN ANTONIO UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
99	*	88	*	92.6%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SAN ANTONIO 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 SAN ARDO UNION ELEMENTARY School District

CDS Code	2766175	FMTA Region	2
District Name	SAN ARDO UNION ELEMENTARY	SELPA	2700 Monterey County

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

Graduation Rate	Target	Target Met
NC	NA	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	8.3%	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	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 SAN ARDO 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	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	19	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	14	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 SAN ARDO 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	68	126	54.0%	72.7%	No
2. Functioning within age expectations	67	159	42.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	74	130	56.9%	70.0%	No
2. Functioning within age expectations	58	159	36.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	81	122	66.4%	75.0%	No
2. Functioning within age expectations	77	159	48.4%	79.0%	No

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

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

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

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
99	*	88	*	92.6%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SAN ARDO 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 SAN BENITO COUNTY SCHOOLS School District

CDS Code	3510355	FMTA Region	2
District Name	SAN BENITO COUNTY SCHOOLS	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
79.4		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
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	72%	95%	--	--%	89.0%	--
Math	72%	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	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 SAN BENITO COUNTY SCHOOLS 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	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	NA	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 SAN BENITO 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	*	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 SAN BENITO 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
SAN BENITO 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
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 SAN BENITO 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		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 SAN BENITO JOINT UNION HIGH School District

CDS Code	3567538	FMTA Region	2
District Name	SAN BENITO JOINT UNION HIGH	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
82.8	88.27	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
10.3	<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	94%	95%	--	13.7%	88.9%	--
Math	94%	95%	--	8.2%	88.7%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	336	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 SAN BENITO JOINT UNION HIGH 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	*	NC		
African American	0	*	NC		
Hispanic	0	251	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	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%	319	209	65.5%	>76%	No
B. <40%		24	7.5%	<9%	Yes
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 SAN BENITO 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	*	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
301	304	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 SAN BENITO JOINT UNION HIGH School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	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
SAN BENITO 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
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
213	212	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 SAN BENITO 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	59	*	1.7%	50%	No
B. Higher Ed or Competitively Employed		*	1.7%	65%	No
C. Any Post-Secondary Ed or Employed		*	1.7%	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 SAN BERNARDINO CITY UNIFIED School District

CDS Code	3667876	FMTA Region	5
District Name	SAN BERNARDINO CITY UNIFIED	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
55.0	73.47	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
23.3	<22.1%	No

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	98%	95%	Yes	30.5%	89.0%	No
Math	99%	95%	Yes	31.3%	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?
164	6,219	2.6%	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 SAN BERNARDINO CITY 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	65	NC	2.54%	Yes
Asian	0	58	NC		
African American	70	1,344	5.2%		
Hispanic	83	3,819	2.2%		
Multi-Ethnic	*	144	2.1%		
Pacific Islander	*	27	NC		
White	*	762	0.9%		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	4,882	2,695	55.2%	>76%	No
B. <40%		1,313	26.9%	<9%	No
C. Separate Schools		461	9.4%	<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 SAN BERNARDINO 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	426	194	45.5%	>40.9%	Yes
B. Separate		204	47.9%	<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	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
3,463	3,535	98.0%	>90%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN BERNARDINO CITY UNIFIED School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	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
1,264	962	301	99.9%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for
SAN BERNARDINO 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
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
1582	1574	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 SAN BERNARDINO 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	298	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 SAN BERNARDINO COUNTY SCHOOLS School District

CDS Code	3610363	FMTA Region	5
District Name	SAN BERNARDINO COUNTY SCHOOLS	SELPA	3601 Desert Mountain

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

Graduation Rate	Target	Target Met
64.5	77.09	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
16.0	<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%	--	36.8%	89.0%	--
Math	80%	95%	NA	37.9%	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?
*	357	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 SAN BERNARDINO COUNTY SCHOOLS 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%	No
Asian	0	0	NC		
African American	0	135	NC		
Hispanic	*	160	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	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%	57	*	5.3%	>76%	No
B. <40%		*	1.8%	<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 SAN BERNARDINO 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	91	150	60.7%	72.7%	No
2. Functioning within age expectations	126	232	54.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	83	158	52.5%	70.0%	No
2. Functioning within age expectations	98	232	42.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	101	144	70.1%	75.0%	No
2. Functioning within age expectations	128	232	55.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
104	106	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 SAN BERNARDINO 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	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
SAN BERNARDINO 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
117	18	77	22	100.0%	100%	Yes

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
198	197	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 SAN BERNARDINO 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	61	*	3.3%	50%	No
B. Higher Ed or Competitively Employed		*	4.9%	65%	No
C. Any Post-Secondary Ed or Employed		*	16.4%	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 SAN BERNARDINO COUNTY SCHOOLS School District

CDS Code	3610363	FMTA Region	5
District Name	SAN BERNARDINO COUNTY SCHOOLS	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
64.5	77.09	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
16.0	<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%	--	36.8%	89.0%	--
Math	80%	95%	NA	37.9%	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?
*	357	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 SAN BERNARDINO COUNTY SCHOOLS 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	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	135	NC		
Hispanic	*	160	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	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%	57	*	5.3%	>76%	No
B. <40%		*	1.8%	<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 SAN BERNARDINO 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	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
104	106	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 SAN BERNARDINO 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	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 SAN BERNARDINO 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
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
198	197	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 SAN BERNARDINO 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	61	*	3.3%	50%	No
B. Higher Ed or Competitively Employed		*	4.9%	65%	No
C. Any Post-Secondary Ed or Employed		*	16.4%	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 SAN BERNARDINO COUNTY SCHOOLS School District

CDS Code	3610363	FMTA Region	5
District Name	SAN BERNARDINO COUNTY SCHOOLS	SELPA	3603 West End

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

Graduation Rate	Target	Target Met
64.5	77.09	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
16.0	<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%	--	36.8%	89.0%	--
Math	80%	95%	NA	37.9%	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?
*	357	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 SAN BERNARDINO COUNTY SCHOOLS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	135	NC		
Hispanic	*	160	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	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%	57	*	5.3%	>76%	No
B. <40%		*	1.8%	<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 SAN BERNARDINO 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	122	189	64.6%	72.7%	No
2. Functioning within age expectations	183	303	60.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	119	184	64.7%	70.0%	No
2. Functioning within age expectations	186	303	61.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	125	169	74.0%	75.0%	No
2. Functioning within age expectations	205	303	67.7%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
104	106	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 SAN BERNARDINO 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	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
SAN BERNARDINO 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
240	21	199	17	98.5%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
198	197	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 SAN BERNARDINO 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	61	*	3.3%	50%	No
B. Higher Ed or Competitively Employed		*	4.9%	65%	No
C. Any Post-Secondary Ed or Employed		*	16.4%	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 SAN BRUNO PARK ELEMENTARY School District

CDS Code	4169013	FMTA Region	3
District Name	SAN BRUNO PARK 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	31.9%	89.2%	No
Math	97%	95%	Yes	34.2%	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	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 SAN BRUNO PARK 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	0	NC	2.54%	No
Asian	0	54	NC		
African American	0	*	NC		
Hispanic	0	192	NC		
Multi-Ethnic	0	15	NC		
Pacific Islander	0	12	NC		
White	0	100	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%	291	153	52.6%	>76%	No
B. <40%		67	23.0%	<9%	No
C. Separate Schools		18	6.2%	<3.8%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN BRUNO PARK ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	57	27	47.4%	>40.9%	Yes
B. Separate		26	45.6%	<34.9%	No

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
395	397	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 SAN BRUNO PARK ELEMENTARY School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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
90	50	40	100.0%	100%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN BRUNO PARK ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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
*	*	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 SAN BRUNO PARK ELEMENTARY School District

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

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

Measure	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 SAN CARLOS CHARTER LEARNING CENTER School District

CDS Code	6112213	FMTA Region	3
District Name	SAN CARLOS CHARTER LEARNING CENTER	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	97%	95%	--	65.4%	89.2%	--
Math	100%	95%	--	59.3%	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?
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 SAN CARLOS CHARTER LEARNING CENTER School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	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%	31	29	93.5%	>76%	Yes
B. <40%		*	3.2%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN CARLOS CHARTER LEARNING CENTER School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	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	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
32	32	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 SAN CARLOS CHARTER LEARNING CENTER School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	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 SAN CARLOS CHARTER LEARNING CENTER School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
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 SAN CARLOS CHARTER LEARNING CENTER School District

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

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

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

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

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

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

CDS Code	4169021	FMTA Region	3
District Name	SAN CARLOS 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	97%	95%	Yes	52.8%	89.2%	Yes - Alt
Math	98%	95%	Yes	39.0%	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	402	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 SAN CARLOS 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	28	NC		
African American	0	11	NC		
Hispanic	0	83	NC		
Multi-Ethnic	0	33	NC		
Pacific Islander	0	*	NC		
White	0	238	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%	264	126	47.7%	>76%	No
B. <40%		50	18.9%	<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 SAN CARLOS ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	49	42	85.7%	>40.9%	Yes
B. Separate		*	8.2%	<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	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
342	343	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 SAN CARLOS ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
83	66	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 SAN CARLOS ELEMENTARY School District

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

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

No. Children 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
*	*	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 SAN CARLOS ELEMENTARY School District

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

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

CDS Code	3768338	FMTA Region	5
District Name	SAN DIEGO CITY UNIFIED	SELPA	3712 San Diego 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
51.6	86.90	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	36.4%	89.0%	No
Math	98%	95%	Yes	39.2%	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?
151	17,083	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 SAN DIEGO CITY 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	*	93	2.2%	2.54%	No
Asian	*	1,329	0.2%		
African American	47	2,856	1.6%		
Hispanic	79	8,571	0.9%		
Multi-Ethnic	0	53	NC		
Pacific Islander	*	114	NC		
White	20	4,067	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%	13,013	8,315	63.9%	>76%	No
B. <40%		1,623	12.5%	<9%	No
C. Separate Schools		1,030	7.9%	<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 SAN DIEGO 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	1716	649	37.8%	>40.9%	No
B. Separate		744	43.4%	<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	148	247	59.9%	72.7%	No
2. Functioning within age expectations	271	446	60.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	147	244	60.2%	70.0%	No
2. Functioning within age expectations	270	446	60.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	158	242	65.3%	75.0%	No
2. Functioning within age expectations	282	446	63.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
14,322	17,177	83.4%	>90%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN DIEGO CITY UNIFIED School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	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
2,657	1,664	688	84.5%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN DIEGO 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
317	14	202	0	66.7%	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
3417	3388	99.2%	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 SAN DIEGO 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	193	*	2.6%	50%	No
B. Higher Ed or Competitively Employed		*	3.1%	65%	No
C. Any Post-Secondary Ed or Employed		23	11.9%	69%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN DIEGO COUNTY SCHOOLS School District

CDS Code	3710371	FMTA Region	5
District Name	SAN DIEGO COUNTY SCHOOLS	SELPA	3704 South Bay Service

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

Graduation Rate	Target	Target Met
57.8	78.86	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
14.3	<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%	--	3.0%	89.0%	--
Math	88%	95%	--	6.7%	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	189	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 SAN DIEGO COUNTY SCHOOLS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	14	NC		
Hispanic	0	79	NC		
Multi-Ethnic	0	14	NC		
Pacific Islander	0	*	NC		
White	0	78	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%	176	133	75.6%	>76%	No
B. <40%		14	8.0%	<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 SAN DIEGO 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	13	11	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	95	182	52.2%	72.7%	No
2. Functioning within age expectations	147	287	51.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	87	179	48.6%	70.0%	No
2. Functioning within age expectations	147	287	51.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	96	159	60.4%	75.0%	No
2. Functioning within age expectations	166	287	57.8%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
216	220	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 SAN DIEGO 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	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
18	15	*	NC	100%	NA

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

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

2012–13 District Level Special Education Annual Performance Report Measure for
SAN DIEGO 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
218	24	164	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
114	98	86.0%	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 SAN DIEGO 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	*	*	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 SAN DIEGUITO UNION HIGH School District

CDS Code	3768346	FMTA Region	5
District Name	SAN DIEGUITO UNION HIGH	SELPA	3702 North Coastal

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

Graduation Rate	Target	Target Met
86.3	96.33	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
4.4	<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	50.2%	89.0%	No
Math	97%	95%	Yes	43.6%	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?
*	1,589	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 SAN DIEGUITO UNION HIGH 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	*	NC	2.54%	No
Asian	0	76	NC		
African American	0	37	NC		
Hispanic	*	327	NC		
Multi-Ethnic	0	59	NC		
Pacific Islander	0	*	NC		
White	0	1,076	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%	1,449	767	52.9%	>76%	No
B. <40%		191	13.2%	<9%	No
C. Separate Schools		47	3.2%	<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 SAN DIEGUITO UNION HIGH School District

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

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

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	221	61.5%	72.7%	No
2. Functioning within age expectations	275	421	65.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	142	211	67.3%	70.0%	No
2. Functioning within age expectations	284	421	67.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	150	200	75.0%	75.0%	No
2. Functioning within age expectations	300	421	71.3%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,570	1,574	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 SAN DIEGUITO 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	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	Dispro
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	74	46	100.0%	100%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for
SAN DIEGUITO UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
219	18	187	13	99.5%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
666	659	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 SAN DIEGUITO 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	231	84	36.4%	50%	No
B. Higher Ed or Competitively Employed		98	42.4%	65%	No
C. Any Post-Secondary Ed or Employed		109	47.2%	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 SAN FRANCISCO COUNTY SCHOOLS School District

CDS Code	3810389	FMTA Region	3
District Name	SAN FRANCISCO COUNTY SCHOOLS	SELPA	3800 San Francisco 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
54.1	55.24	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
16.6	<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	87%	95%	No	19.7%	89.0%	--
Math	77%	95%	No	5.7%	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?
*	100	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 SAN FRANCISCO COUNTY SCHOOLS 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	*	*	NC	2.54%	No
Asian	*	12	NC		
African American	0	50	NC		
Hispanic	0	25	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	*	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	62	28	45.2%	>76%	No
B. <40%		*	14.5%	<9%	No
C. Separate Schools		14	22.6%	<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 SAN FRANCISCO 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	67	115	58.3%	72.7%	No
2. Functioning within age expectations	145	230	63.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	70	113	61.9%	70.0%	No
2. Functioning within age expectations	148	230	64.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	69	99	69.7%	75.0%	No
2. Functioning within age expectations	168	230	73.0%	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
72	72	100.0%	>90%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO 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	Not Dis	NA	NA	NA	NA

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	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
SAN FRANCISCO 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
175	18	133	23	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
63	44	69.8%	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 SAN FRANCISCO 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 SAN FRANCISCO UNIFIED School District

CDS Code	3868478	FMTA Region	3
District Name	SAN FRANCISCO UNIFIED	SELPA	3800 San Francisco 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
61.9	82.25	No

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

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

Percent Dropped Out	Target	Target Met
12.0	<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	33.9%	89.0%	No
Math	97%	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?
27	7,760	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 SAN FRANCISCO UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	52	NC	2.54%	No
Asian	*	1,917	0.2%		
African American	17	1,673	1.0%		
Hispanic	*	2,560	0.2%		
Multi-Ethnic	0	255	NC		
Pacific Islander	0	181	NC		
White	0	1,122	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%	5,895	3,797	64.4%	>76%	No
B. <40%		1,145	19.4%	<9%	No
C. Separate Schools		269	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 SAN FRANCISCO 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	885	515	58.2%	>40.9%	Yes
B. Separate		186	21.0%	<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	67	115	58.3%	72.7%	No
2. Functioning within age expectations	145	230	63.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	70	113	61.9%	70.0%	No
2. Functioning within age expectations	148	230	64.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	69	99	69.7%	75.0%	No
2. Functioning within age expectations	168	230	73.0%	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
7,104	7,150	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 SAN FRANCISCO 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	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
1,541	1,072	446	97.9%	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 SAN FRANCISCO 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
175	18	133	23	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
1501	1148	76.5%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN FRANCISCO 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	383	58	15.1%	50%	No
B. Higher Ed or Competitively Employed		67	17.5%	65%	No
C. Any Post-Secondary Ed or Employed		94	24.5%	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 SAN GABRIEL UNIFIED School District

CDS Code	1975291	FMTA Region	1
District Name	SAN GABRIEL UNIFIED	SELPA	1908 West San Gabriel Valley

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

Graduation Rate	Target	Target Met
67.7	89.16	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
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	99%	95%	Yes	41.3%	89.0%	Yes - Alt
Math	97%	95%	Yes	35.8%	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?
*	654	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 SAN GABRIEL 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	141	NC		
African American	0	17	NC		
Hispanic	*	367	NC		
Multi-Ethnic	0	11	NC		
Pacific Islander	0	*	NC		
White	0	113	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%	456	188	41.2%	>76%	No
B. <40%		67	14.7%	<9%	No
C. Separate Schools		29	6.4%	<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 SAN GABRIEL 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	72	58	80.6%	>40.9%	Yes
B. Separate		*	13.9%	<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	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
654	668	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 SAN GABRIEL 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
93	64	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 SAN GABRIEL 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
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
217	192	88.5%	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 SAN GABRIEL 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	27	61.4%	50%	Yes
B. Higher Ed or Competitively Employed		40	90.9%	65%	Yes
C. Any Post-Secondary Ed or Employed		42	95.5%	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 SAN JACINTO UNIFIED School District

CDS Code	3367249	FMTA Region	5
District Name	SAN JACINTO 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
50.0	78.06	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
11.3	<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	32.2%	89.0%	No
Math	99%	95%	Yes	37.3%	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?
*	1,350	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 SAN JACINTO 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	36	NC	2.54%	No
Asian	0	13	NC		
African American	0	156	NC		
Hispanic	*	837	0.7%		
Multi-Ethnic	0	25	NC		
Pacific Islander	0	*	NC		
White	0	274	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%	1,066	644	60.4%	>76%	No
B. <40%		267	25.0%	<9%	No
C. Separate Schools		26	2.4%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN JACINTO 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	118	89	75.4%	>40.9%	Yes
B. Separate		26	22.0%	<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
1,277	1,286	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 SAN JACINTO 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	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
191	144	47	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 SAN JACINTO 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
306	299	97.7%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN JACINTO 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	53	*	15.1%	50%	No
B. Higher Ed or Competitively Employed		12	22.6%	65%	No
C. Any Post-Secondary Ed or Employed		20	37.7%	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 SAN JOAQUIN BUILDING FUTURES ACADEMY (ONE.CHARTER) School District

CDS Code	0121723	FMTA Region	4
District Name	SAN JOAQUIN BUILDING FUTURES ACADEMY (ONE.CHARTER)	SELPA	0951 El Dorado Charter

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

Graduation Rate	Target	Target Met
0.0	5.77	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
66.7	<22.1%	No

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC%	95%	--	--%	88.9%	--
Math	NC%	95%	--	--%	88.7%	--

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for
SAN JOAQUIN BUILDING FUTURES ACADEMY (ONE.CHARTER) School District

0	13	NC	2.54%	No

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	*	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 SAN JOAQUIN BUILDING FUTURES ACADEMY (ONE.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	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

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

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

Positive Involvement	Total Responses	Percent Positive	Target This Year	Target Met

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

2012–13 District Level Special Education Annual Performance Report Measure for
SAN JOAQUIN BUILDING FUTURES ACADEMY (ONE.CHARTER) School District

Responses		Involvement		
16	16	NC	>90%	NA

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

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

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

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

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

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	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.

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

2012–13 District Level Special Education Annual Performance Report Measure for
SAN JOAQUIN BUILDING FUTURES ACADEMY (ONE.CHARTER) School District

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

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

No. Children 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
22	17	77.3%	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
SAN JOAQUIN BUILDING FUTURES ACADEMY (ONE.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 SAN JOAQUIN COUNTY SCHOOLS School District

CDS Code	3910397	FMTA Region	2
District Name	SAN JOAQUIN COUNTY SCHOOLS	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
57.1	76.18	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
19.0	<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	95%	95%	--	18.2%	89.0%	--
Math	86%	95%	--	15.0%	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?
*	245	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 SAN JOAQUIN COUNTY SCHOOLS 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	*	NC	2.54%	No
Asian	0	*	NC		
African American	*	81	NC		
Hispanic	0	74	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	76	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%	127	78	61.4%	>76%	No
B. <40%		15	11.8%	<9%	No
C. Separate Schools		27	21.3%	<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 SAN JOAQUIN 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	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
242	249	97.2%	>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 SAN JOAQUIN 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	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
24	17	*	94.4%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN JOAQUIN 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
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
140	104	74.3%	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 SAN JOAQUIN 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	21	*	19.0%	50%	No
B. Higher Ed or Competitively Employed		*	33.3%	65%	No
C. Any Post-Secondary Ed or Employed		14	66.7%	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 SAN JOSE EDISON ACADEMY School District

CDS Code	6023527	FMTA Region	1
District Name	SAN JOSE EDISON ACADEMY	SELPA	1903 East San Gabriel Valley

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

Graduation Rate	Target	Target Met
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%	--	58.1%	89.2%	--
Math	100%	95%	--	67.7%	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?
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 SAN JOSE EDISON ACADEMY 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	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 SAN JOSE EDISON 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	129	199	64.8%	72.7%	No
2. Functioning within age expectations	235	355	66.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	118	193	61.1%	70.0%	No
2. Functioning within age expectations	233	355	65.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	128	192	66.7%	75.0%	No
2. Functioning within age expectations	239	355	67.3%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
109	109	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 SAN JOSE EDISON 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
25	*	19	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 SAN JOSE EDISON 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
262	45	180	36	99.4%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SAN JOSE EDISON 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 SAN JOSE UNIFIED School District

CDS Code	4369666	FMTA Region	4
District Name	SAN JOSE UNIFIED	SELPA	4304 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
64.5	83.84	No

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

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

Percent Dropped Out	Target	Target Met
11.2	<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	36.7%	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?
35	4,141	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 SAN JOSE UNIFIED 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	*	26	NC	2.54%	No
Asian	*	273	NC		
African American	*	176	1.1%		
Hispanic	26	2,469	1.1%		
Multi-Ethnic	*	161	1.2%		
Pacific Islander	0	13	NC		
White	*	1,023	0.3%		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	3,118	1,948	62.5%	>76%	No
B. <40%		764	24.5%	<9%	No
C. Separate Schools		82	2.6%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN JOSE 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	392	244	62.2%	>40.9%	Yes
B. Separate		73	18.6%	<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	30	61	49.2%	72.7%	No
2. Functioning within age expectations	49	96	51.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	32	64	50.0%	70.0%	No
2. Functioning within age expectations	49	96	51.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	40	65	61.5%	75.0%	No
2. Functioning within age expectations	47	96	49.0%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
3,054	3,072	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 SAN JOSE 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
587	421	162	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 SAN JOSE UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
51	19	28	*	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
795	613	77.1%	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 SAN JOSE 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	169	76	45.0%	50%	No
B. Higher Ed or Competitively Employed		102	60.4%	65%	No
C. Any Post-Secondary Ed or Employed		169	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 SAN JUAN UNIFIED School District

CDS Code	3467447	FMTA Region	4
District Name	SAN JUAN UNIFIED	SELPA	3413 San Juan 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
62.6	80.63	Yes

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

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

Percent Dropped Out	Target	Target Met
17.5	<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	96%	95%	Yes	34.9%	89.0%	No
Math	97%	95%	Yes	32.0%	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?
149	6,362	2.3%	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN JUAN UNIFIED 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	*	97	3.1%	2.54%	Yes
Asian	0	166	NC		
African American	40	818	4.9%		
Hispanic	28	1,303	2.1%		
Multi-Ethnic	*	205	NC		
Pacific Islander	*	37	NC		
White	76	3,736	2.0%		

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%	4,983	2,356	47.3%	>76%	No
B. <40%		958	19.2%	<9%	No
C. Separate Schools		437	8.8%	<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 SAN JUAN UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	551	299	54.3%	>40.9%	Yes
B. Separate		179	32.5%	<34.9%	Yes

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	29	46	63.0%	72.7%	No
2. Functioning within age expectations	51	85	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	40	56	71.4%	70.0%	Yes
2. Functioning within age expectations	42	85	49.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	34	46	73.9%	75.0%	No
2. Functioning within age expectations	60	85	70.6%	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
5,551	5,694	97.5%	>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 SAN JUAN UNIFIED School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not 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	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
1,095	918	177	100.0%	100%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN JUAN UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
114	*	94	*	97.9%	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
1586	1241	78.2%	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 SAN JUAN UNIFIED School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	397	74	18.6%	50%	No
B. Higher Ed or Competitively Employed		172	43.3%	65%	No
C. Any Post-Secondary Ed or Employed		293	73.8%	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 SAN LEANDRO UNIFIED School District

CDS Code	0161291	FMTA Region	3
District Name	SAN LEANDRO UNIFIED	SELPA	0111 Mid-Alameda County

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

Graduation Rate	Target	Target Met
59.0	83.09	Yes

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

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

Percent Dropped Out	Target	Target Met
24.4	<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	29.5%	89.0%	No
Math	99%	95%	Yes	30.6%	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	1,359	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 SAN LEANDRO UNIFIED 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	12	NC	2.54%	No
Asian	0	168	NC		
African American	0	288	NC		
Hispanic	0	574	NC		
Multi-Ethnic	0	74	NC		
Pacific Islander	0	20	NC		
White	0	223	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%	998	472	47.3%	>76%	No
B. <40%		227	22.7%	<9%	No
C. Separate Schools		40	4.0%	<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 SAN LEANDRO 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	125	60	48.0%	>40.9%	Yes
B. Separate		51	40.8%	<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	55	83	66.3%	72.7%	No
2. Functioning within age expectations	101	154	65.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	53	86	61.6%	70.0%	No
2. Functioning within age expectations	93	154	60.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	49	70	70.0%	75.0%	No
2. Functioning within age expectations	116	154	75.3%	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
1,189	1,201	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 SAN LEANDRO 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
214	170	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 SAN LEANDRO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
113	*	79	26	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
259	185	71.4%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN LEANDRO 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	70	*	2.9%	50%	No
B. Higher Ed or Competitively Employed		*	2.9%	65%	No
C. Any Post-Secondary Ed or Employed		*	8.6%	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 SAN LORENZO UNIFIED School District

CDS Code	0161309	FMTA Region	3
District Name	SAN LORENZO UNIFIED	SELPA	0111 Mid-Alameda County

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

Graduation Rate	Target	Target Met
58.5	82.21	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
19.5	<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	27.5%	89.0%	No
Math	97%	95%	Yes	26.7%	89.1%	No

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	1,388	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 SAN LORENZO UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	145	NC		
African American	0	307	NC		
Hispanic	0	665	NC		
Multi-Ethnic	0	51	NC		
Pacific Islander	0	*	NC		
White	0	214	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%	1,060	535	50.5%	>76%	No
B. <40%		248	23.4%	<9%	No
C. Separate Schools		43	4.1%	<3.8%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN LORENZO 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	95	33	34.7%	>40.9%	No
B. Separate		27	28.4%	<34.9%	Yes

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	55	83	66.3%	72.7%	No
2. Functioning within age expectations	101	154	65.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	53	86	61.6%	70.0%	No
2. Functioning within age expectations	93	154	60.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	49	70	70.0%	75.0%	No
2. Functioning within age expectations	116	154	75.3%	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
1,226	1,229	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 SAN LORENZO 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
169	122	46	99.2%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN LORENZO UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
113	*	79	26	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
289	235	81.3%	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 SAN LORENZO 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	68	*	8.8%	50%	No
B. Higher Ed or Competitively Employed		*	8.8%	65%	No
C. Any Post-Secondary Ed or Employed		*	10.3%	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 SAN LORENZO VALLEY UNIFIED School District

CDS Code	4469807	FMTA Region	3
District Name	SAN LORENZO VALLEY UNIFIED	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
70.8	96.34	Yes

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

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

Percent Dropped Out	Target	Target Met
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	99%	95%	Yes	32.0%	89.0%	No
Math	99%	95%	Yes	35.8%	89.1%	No

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	520	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 SAN LORENZO VALLEY 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	*	NC	2.54%	No
Asian	0	16	NC		
African American	0	*	NC		
Hispanic	0	80	NC		
Multi-Ethnic	0	29	NC		
Pacific Islander	0	*	NC		
White	*	384	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%	420	317	75.5%	>76%	No
B. <40%		38	9.0%	<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 SAN LORENZO 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	41	12	29.3%	>40.9%	No
B. Separate		*	24.4%	<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	*	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
554	555	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 SAN LORENZO 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	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
98	76	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 SAN LORENZO 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
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
94	91	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 SAN LORENZO 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	22	*	45.5%	50%	No
B. Higher Ed or Competitively Employed		12	54.5%	65%	No
C. Any Post-Secondary Ed or Employed		18	81.8%	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 SAN LUCAS UNION ELEMENTARY School District

CDS Code	2766183	FMTA Region	2
District Name	SAN LUCAS UNION ELEMENTARY	SELPA	2700 Monterey County

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

Graduation Rate	Target	Target Met
NC	NA	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	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 SAN LUCAS UNION ELEMENTARY 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	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	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 SAN LUCAS 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	68	126	54.0%	72.7%	No
2. Functioning within age expectations	67	159	42.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	74	130	56.9%	70.0%	No
2. Functioning within age expectations	58	159	36.5%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	81	122	66.4%	75.0%	No
2. Functioning within age expectations	77	159	48.4%	79.0%	No

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

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

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

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
99	*	88	*	92.6%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SAN LUCAS 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 SAN LUIS COASTAL UNIFIED School District

CDS Code	4068809	FMTA Region	2
District Name	SAN LUIS COASTAL 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
79.6	95.34	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
3.7	<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	96%	95%	Yes	41.4%	89.0%	No
Math	96%	95%	Yes	41.8%	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?
*	998	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 SAN LUIS COASTAL UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	35	NC		
African American	0	20	NC		
Hispanic	*	326	NC		
Multi-Ethnic	0	23	NC		
Pacific Islander	0	0	NC		
White	*	591	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%	739	337	45.6%	>76%	No
B. <40%		157	21.2%	<9%	No
C. Separate Schools		23	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 SAN LUIS COASTAL 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	146	34	23.3%	>40.9%	No
B. Separate		110	75.3%	<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
1,033	1,033	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 SAN LUIS COASTAL 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
147	90	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 SAN LUIS COASTAL 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
172	161	93.6%	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 SAN LUIS COASTAL 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	38	22	57.9%	50%	Yes
B. Higher Ed or Competitively Employed		27	71.1%	65%	Yes
C. Any Post-Secondary Ed or Employed		30	78.9%	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 SAN LUIS OBISPO COUNTY SCHOOLS School District

CDS Code	4010405	FMTA Region	2
District Name	SAN LUIS OBISPO COUNTY SCHOOLS	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
74.1	87.68	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
9.7	<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	73%	95%	--	--%	89.0%	--
Math	80%	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	81	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 SAN LUIS OBISPO COUNTY SCHOOLS 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	0	NC		
African American	0	*	NC		
Hispanic	0	45	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	25	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 SAN LUIS OBISPO 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	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
59	59	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 SAN LUIS OBISPO COUNTY SCHOOLS School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	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
SAN LUIS OBISPO 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
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
54	45	83.3%	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 SAN LUIS OBISPO 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	20	0	NC	50%	No
B. Higher Ed or Competitively Employed		0	NC	65%	No
C. Any Post-Secondary Ed or Employed		*	15.0%	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 SAN MARCOS UNIFIED School District

CDS Code	3773791	FMTA Region	5
District Name	SAN MARCOS UNIFIED	SELPA	3702 North Coastal

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

Graduation Rate	Target	Target Met
79.3	96.82	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
1.8	<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	40.8%	89.0%	No
Math	99%	95%	Yes	45.8%	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?
*	3,123	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 SAN MARCOS UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	11	NC	2.54%	No
Asian	0	111	NC		
African American	0	100	NC		
Hispanic	*	1,703	0.1%		
Multi-Ethnic	0	89	NC		
Pacific Islander	0	20	NC		
White	0	1,089	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%	2,328	983	42.2%	>76%	No
B. <40%		524	22.5%	<9%	No
C. Separate Schools		38	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 SAN MARCOS 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	340	186	54.7%	>40.9%	Yes
B. Separate		85	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	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
3,347	3,360	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 SAN MARCOS 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
518	484	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 SAN MARCOS 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
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
388	387	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 SAN MARCOS 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	43	43.0%	50%	No
B. Higher Ed or Competitively Employed		58	58.0%	65%	No
C. Any Post-Secondary Ed or Employed		72	72.0%	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 SAN MARINO UNIFIED School District

CDS Code	1964964	FMTA Region	1
District Name	SAN MARINO UNIFIED	SELPA	1908 West San Gabriel Valley

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

Graduation Rate	Target	Target Met
96.8	99.24	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	99%	95%	Yes	63.1%	89.0%	No
Math	99%	95%	Yes	70.9%	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	288	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 SAN MARINO UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	123	NC		
African American	0	*	NC		
Hispanic	0	34	NC		
Multi-Ethnic	0	15	NC		
Pacific Islander	0	0	NC		
White	0	113	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	122	55.2%	>76%	No
B. <40%		14	6.3%	<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 SAN MARINO 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	22	*	18.2%	>40.9%	No
B. Separate		*	31.8%	<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	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
280	282	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 SAN MARINO UNIFIED School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
43	38	*	100.0%	100%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN MARINO 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
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
45	36	80.0%	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 SAN MARINO 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		11	NC	65%	NA
C. Any Post-Secondary Ed or Employed		11	NC	69%	NA

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN MATEO CITY ELEMENTARY School District

CDS Code	4169039	FMTA Region	3
District Name	SAN MATEO 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	36.7%	89.2%	No
Math	99%	95%	Yes	37.0%	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	1,144	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 SAN MATEO CITY 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	0	NC	2.54%	No
Asian	0	163	NC		
African American	0	42	NC		
Hispanic	0	547	NC		
Multi-Ethnic	0	45	NC		
Pacific Islander	0	37	NC		
White	0	310	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%	722	402	55.7%	>76%	No
B. <40%		228	31.6%	<9%	No
C. Separate Schools		*	1.2%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN MATEO 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	213	122	57.3%	>40.9%	Yes
B. Separate		53	24.9%	<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	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
1,025	1,030	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 SAN MATEO 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	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
329	211	117	99.5%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN MATEO 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 SAN MATEO 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 SAN MATEO COUNTY SCHOOLS School District

CDS Code	4110413	FMTA Region	3
District Name	SAN MATEO COUNTY SCHOOLS	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
70.2	84.06	No

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

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

Percent Dropped Out	Target	Target Met
11.4	<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	87%	95%	--	--%	89.0%	--
Math	82%	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	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 SAN MATEO COUNTY SCHOOLS 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	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	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%	23	0	0.0%	>76%	No
B. <40%		*	26.1%	<9%	No
C. Separate Schools		17	73.9%	<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 SAN MATEO COUNTY SCHOOLS School District

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

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

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	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
SAN MATEO 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
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
19	18	NC	100%	NA

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN MATEO 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 SAN MATEO UNION HIGH School District

CDS Code	4169047	FMTA Region	3
District Name	SAN MATEO UNION HIGH	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
79.1	91.48	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
6.8	<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	93%	95%	No	22.2%	88.9%	No
Math	98%	95%	Yes	22.5%	88.7%	No

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	1,088	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 SAN MATEO UNION HIGH 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	115	NC		
African American	0	62	NC		
Hispanic	0	477	NC		
Multi-Ethnic	0	30	NC		
Pacific Islander	0	30	NC		
White	0	371	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%	962	339	35.2%	>76%	No
B. <40%		261	27.1%	<9%	No
C. Separate Schools		49	5.1%	<3.8%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN MATEO 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	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
966	975	99.1%	>90%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN MATEO UNION HIGH School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	Not Dis	Not Dis	Not Dis	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	Dispro	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
60	45	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 SAN MATEO 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
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
673	477	70.9%	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 SAN MATEO 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	213	95	44.6%	50%	No
B. Higher Ed or Competitively Employed		122	57.3%	65%	No
C. Any Post-Secondary Ed or Employed		148	69.5%	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 SAN MIGUEL JOINT UNION ELEMENTARY School District

CDS Code	4068825	FMTA Region	2
District Name	SAN MIGUEL 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	96%	95%	--	39.5%	89.2%	--
Math	94%	95%	--	40.5%	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	93	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 SAN MIGUEL JOINT UNION ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	43	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	*	NC		
White	0	47	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%	64	48	75.0%	>76%	No
B. <40%		11	17.2%	<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 SAN MIGUEL 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	15	*	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	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
102	102	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 SAN MIGUEL JOINT UNION ELEMENTARY School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	Not Dis	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 SAN MIGUEL 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 SAN MIGUEL 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 SAN PASQUAL UNION ELEMENTARY School District

CDS Code	3768353	FMTA Region	5
District Name	SAN PASQUAL UNION ELEMENTARY	SELPA	3703 North Inland

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

Graduation Rate	Target	Target Met
NC	NA	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	92%	95%	--	47.1%	89.2%	--
Math	92%	95%	--	38.2%	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	55	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 SAN PASQUAL 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	14	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	37	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	35	25	71.4%	>76%	No
B. <40%		*	5.7%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN PASQUAL 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	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
45	45	100.0%	>90%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN PASQUAL 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
17	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 SAN PASQUAL UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
85	*	73	*	100.0%	100%	Yes

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SAN PASQUAL 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 SAN PASQUAL VALLEY UNIFIED School District

CDS Code	1363214	FMTA Region	5
District Name	SAN PASQUAL VALLEY UNIFIED	SELPA	1300 Imperial County

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

Graduation Rate	Target	Target Met
100.0	73.81	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%	--	24.6%	89.0%	No
Math	100%	95%	NA	18.8%	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?
*	144	1.4%	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN PASQUAL VALLEY 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	*	72	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	*	53	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%	82	33	40.2%	>76%	No
B. <40%		22	26.8%	<9%	No
C. Separate Schools		*	2.4%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN PASQUAL 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	21	20	95.2%	>40.9%	Yes
B. Separate		*	4.8%	<34.9%	Yes

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	44	80	55.0%	72.7%	No
2. Functioning within age expectations	49	111	44.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	40	81	49.4%	70.0%	No
2. Functioning within age expectations	51	111	45.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	62	61.3%	75.0%	No
2. Functioning within age expectations	61	111	55.0%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
120	122	98.4%	>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 SAN PASQUAL 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	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	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 SAN PASQUAL 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
103	*	98	*	100.0%	100%	Yes

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
19	18	NC	100%	NA

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN PASQUAL 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 SAN RAFAEL CITY ELEMENTARY School District

CDS Code	2165458	FMTA Region	3
District Name	SAN RAFAEL CITY 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	97%	95%	Yes	30.8%	89.2%	No
Math	98%	95%	Yes	34.3%	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?
*	681	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 SAN RAFAEL CITY ELEMENTARY 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	*	NC	2.54%	No
Asian	0	20	NC		
African American	0	14	NC		
Hispanic	*	481	0.4%		
Multi-Ethnic	0	23	NC		
Pacific Islander	0	*	NC		
White	*	134	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%	418	253	60.5%	>76%	No
B. <40%		41	9.8%	<9%	No
C. Separate Schools		23	5.5%	<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 SAN RAFAEL 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	120	106	88.3%	>40.9%	Yes
B. Separate		14	11.7%	<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	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
594	594	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 SAN RAFAEL CITY ELEMENTARY School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
150	118	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 SAN RAFAEL 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
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 SAN RAFAEL 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 SAN RAFAEL CITY HIGH School District

CDS Code	2165466	FMTA Region	3
District Name	SAN RAFAEL CITY HIGH	SELPA	2100 Marin County

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

Graduation Rate	Target	Target Met
79.7	88.59	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
8.5	<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%	--	35.9%	88.9%	--
Math	99%	95%	--	35.4%	88.7%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	319	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 SAN RAFAEL CITY HIGH 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	13	NC		
African American	0	31	NC		
Hispanic	0	133	NC		
Multi-Ethnic	0	13	NC		
Pacific Islander	0	*	NC		
White	*	123	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%	283	116	41.0%	>76%	No
B. <40%		64	22.6%	<9%	No
C. Separate Schools		31	11.0%	<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 SAN RAFAEL CITY 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	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
266	267	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 SAN RAFAEL CITY 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
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 SAN RAFAEL CITY 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
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
190	188	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 SAN RAFAEL CITY 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	55	27	49.1%	50%	No
B. Higher Ed or Competitively Employed		48	87.3%	65%	Yes
C. Any Post-Secondary Ed or Employed		50	90.9%	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 SAN RAMON VALLEY UNIFIED School District

CDS Code	0761804	FMTA Region	3
District Name	SAN RAMON VALLEY UNIFIED	SELPA	0713 San Ramon Valley USD

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

Graduation Rate	Target	Target Met
90.9	96.97	No

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

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

Percent Dropped Out	Target	Target Met
0.5	<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	96%	95%	Yes	52.8%	89.0%	No
Math	98%	95%	Yes	51.2%	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?
*	2,589	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 SAN RAMON VALLEY UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	*	480	0.4%		
African American	0	131	NC		
Hispanic	0	322	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	11	NC		
White	*	1,626	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%	2,103	1,435	68.2%	>76%	No
B. <40%		389	18.5%	<9%	No
C. Separate Schools		54	2.6%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN RAMON 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	230	108	47.0%	>40.9%	Yes
B. Separate		119	51.7%	<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	15	24	62.5%	72.7%	No
2. Functioning within age expectations	37	55	67.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	16	NC	70.0%	NA
2. Functioning within age expectations	44	55	80.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	11	18	NC	75.0%	NA
2. Functioning within age expectations	43	55	78.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,608	2,624	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 SAN RAMON 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	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
601	444	157	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 SAN RAMON 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
80	16	60	*	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
551	63	11.4%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SAN RAMON 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	112	70	62.5%	50%	Yes
B. Higher Ed or Competitively Employed		77	68.8%	65%	Yes
C. Any Post-Secondary Ed or Employed		79	70.5%	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 SAN YSIDRO ELEMENTARY School District

CDS Code	3768379	FMTA Region	5
District Name	SAN YSIDRO ELEMENTARY	SELPA	3704 South Bay Service

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students 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	32.9%	89.2%	No
Math	100%	95%	Yes	38.9%	89.5%	No

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	716	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 SAN YSIDRO 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	0	NC	2.54%	No
Asian	0	17	NC		
African American	0	14	NC		
Hispanic	0	621	NC		
Multi-Ethnic	0	41	NC		
Pacific Islander	0	*	NC		
White	0	22	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	466	192	41.2%	>76%	No
B. <40%		203	43.6%	<9%	No
C. Separate Schools		*	1.1%	<3.8%	Yes

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	93	49	52.7%	>40.9%	Yes
B. Separate		26	28.0%	<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	95	182	52.2%	72.7%	No
2. Functioning within age expectations	147	287	51.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	87	179	48.6%	70.0%	No
2. Functioning within age expectations	147	287	51.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	96	159	60.4%	75.0%	No
2. Functioning within age expectations	166	287	57.8%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
689	689	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 SAN YSIDRO ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
140	94	46	100.0%	100%	Yes

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

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

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

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
218	24	164	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
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 SAN YSIDRO ELEMENTARY School District

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

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

CDS Code	1062414	FMTA Region	2
District Name	SANGER 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
88.5	94.79	Yes

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

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

Percent Dropped Out	Target	Target Met
1.9	<22.1%	Yes

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	96%	95%	Yes	50.7%	89.0%	Yes - Alt
Math	98%	95%	Yes	52.5%	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?
*	969	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 SANGER UNIFIED 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	*	NC	2.54%	No
Asian	0	59	NC		
African American	0	33	NC		
Hispanic	*	713	0.4%		
Multi-Ethnic	0	18	NC		
Pacific Islander	0	0	NC		
White	0	136	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	704	517	73.4%	>76%	No
B. <40%		109	15.5%	<9%	No
C. Separate Schools		15	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 SANGER UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	86	43	50.0%	>40.9%	Yes
B. Separate		*	10.5%	<34.9%	Yes

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
928	929	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 SANGER 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
141	106	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 SANGER 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
182	177	97.3%	100%	No

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

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

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

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	43	*	11.6%	50%	No
B. Higher Ed or Competitively Employed		*	16.3%	65%	No
C. Any Post-Secondary Ed or Employed		*	23.3%	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 SANTA ANA UNIFIED School District

CDS Code	3066670	FMTA Region	1
District Name	SANTA ANA UNIFIED	SELPA	3018 Santa Ana 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
67.7	85.22	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
13.7	<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	31.6%	89.0%	No
Math	99%	95%	Yes	38.8%	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?
41	7,218	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 SANTA ANA UNIFIED 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	23	NC	2.54%	No
Asian	0	155	NC		
African American	*	58	NC		
Hispanic	40	6,748	0.6%		
Multi-Ethnic	0	52	NC		
Pacific Islander	0	*	NC		
White	0	177	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%	5,323	2,547	47.8%	>76%	No
B. <40%		1,761	33.1%	<9%	No
C. Separate Schools		57	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 SANTA ANA 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	947	486	51.3%	>40.9%	Yes
B. Separate		118	12.5%	<34.9%	Yes

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	68	112	60.7%	72.7%	No
2. Functioning within age expectations	132	214	61.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	79	131	60.3%	70.0%	No
2. Functioning within age expectations	122	214	57.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	75	116	64.7%	75.0%	No
2. Functioning within age expectations	146	214	68.2%	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
7,396	7,420	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 SANTA ANA UNIFIED School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
1,375	1,205	170	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 SANTA ANA 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
187	22	158	*	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
1356	1299	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 SANTA ANA 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	340	102	30.0%	50%	No
B. Higher Ed or Competitively Employed		155	45.6%	65%	No
C. Any Post-Secondary Ed or Employed		215	63.2%	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 SANTA BARBARA COUNTY SCHOOLS School District

CDS Code	4210421	FMTA Region	2
District Name	SANTA BARBARA COUNTY SCHOOLS	SELPA	4200 Santa Barbara County

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

Graduation Rate	Target	Target Met
67.4	84.94	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
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	100%	95%	--	--%	89.0%	--
Math	100%	95%	--	--%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	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 SANTA BARBARA COUNTY SCHOOLS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	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%		*	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 SANTA BARBARA COUNTY SCHOOLS School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>40.9%	NA
B. Separate		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	103	144	71.5%	72.7%	No
2. Functioning within age expectations	206	291	70.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	110	159	69.2%	70.0%	No
2. Functioning within age expectations	186	291	63.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	104	142	73.2%	75.0%	No
2. Functioning within age expectations	213	291	73.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	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 SANTA BARBARA 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
SANTA BARBARA 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
228	29	194	*	100.0%	100%	Yes

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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	37	*	21.6%	50%	No
B. Higher Ed or Competitively Employed		*	27.0%	65%	No
C. Any Post-Secondary Ed or Employed		15	40.5%	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 SANTA BARBARA UNIFIED School District

CDS Code	4276786	FMTA Region	2
District Name	SANTA BARBARA UNIFIED	SELPA	4200 Santa Barbara County

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

Graduation Rate	Target	Target Met
70.0		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
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	96%	95%	Yes	30.0%	89.0%	No
Math	98%	95%	Yes	32.8%	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?
13	2,433	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 SANTA BARBARA UNIFIED 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	28	NC	2.54%	No
Asian	0	30	NC		
African American	0	45	NC		
Hispanic	*	1,743	0.6%		
Multi-Ethnic	*	53	NC		
Pacific Islander	0	*	NC		
White	*	533	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%	1,954	846	43.3%	>76%	No
B. <40%		226	11.6%	<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 SANTA BARBARA 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	236	157	66.5%	>40.9%	Yes
B. Separate		32	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	103	144	71.5%	72.7%	No
2. Functioning within age expectations	206	291	70.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	110	159	69.2%	70.0%	No
2. Functioning within age expectations	186	291	63.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	104	142	73.2%	75.0%	No
2. Functioning within age expectations	213	291	73.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,251	2,261	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 SANTA BARBARA 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
386	310	76	100.0%	100%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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
228	29	194	*	100.0%	100%	Yes

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
525	497	94.7%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA BARBARA 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	175	23	13.1%	50%	No
B. Higher Ed or Competitively Employed		26	14.9%	65%	No
C. Any Post-Secondary Ed or Employed		31	17.7%	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 SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	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
63.9	82.16	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	89%	95%	--	27.3%	89.0%	--
Math	85%	95%	--	28.6%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	156	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 SANTA CLARA COUNTY SCHOOLS 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	0	NC	2.54%	No
Asian	0	24	NC		
African American	0	*	NC		
Hispanic	0	44	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%	164	132	80.5%	>76%	Yes
B. <40%		*	4.3%	<9%	Yes
C. Separate Schools		*	2.4%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	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
179	180	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 SANTA CLARA 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	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
43	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 SANTA CLARA 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
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
*	*	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 SANTA CLARA 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	32	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 SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4302 Santa Clara Area I-IV, VII

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

Graduation Rate	Target	Target Met
63.9	82.16	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	89%	95%	--	27.3%	89.0%	--
Math	85%	95%	--	28.6%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	156	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 SANTA CLARA COUNTY SCHOOLS 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	0	NC	2.54%	No
Asian	0	24	NC		
African American	0	*	NC		
Hispanic	0	44	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%	164	132	80.5%	>76%	Yes
B. <40%		*	4.3%	<9%	Yes
C. Separate Schools		*	2.4%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	40	61	65.6%	72.7%	No
2. Functioning within age expectations	81	114	71.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	45	58	77.6%	70.0%	Yes
2. Functioning within age expectations	82	114	71.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	39	50	78.0%	75.0%	Yes
2. Functioning within age expectations	89	114	78.1%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
179	180	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 SANTA CLARA 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	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
43	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 SANTA CLARA 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
64	12	49	*	98.0%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	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 SANTA CLARA 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	32	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 SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4303 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
63.9	82.16	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	89%	95%	--	27.3%	89.0%	--
Math	85%	95%	--	28.6%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	156	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 SANTA CLARA COUNTY SCHOOLS School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	24	NC		
African American	0	*	NC		
Hispanic	0	44	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%	164	132	80.5%	>76%	Yes
B. <40%		*	4.3%	<9%	Yes
C. Separate Schools		*	2.4%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	42	61	68.9%	72.7%	No
2. Functioning within age expectations	84	117	71.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	48	65	73.8%	70.0%	Yes
2. Functioning within age expectations	80	117	68.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	63	76	82.9%	75.0%	Yes
2. Functioning within age expectations	75	117	64.1%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
179	180	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 SANTA CLARA 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	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
43	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 SANTA CLARA 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
126	17	99	*	98.0%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	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 SANTA CLARA 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	32	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 SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4304 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
63.9	82.16	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	89%	95%	--	27.3%	89.0%	--
Math	85%	95%	--	28.6%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	156	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 SANTA CLARA COUNTY SCHOOLS 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	24	NC		
African American	0	*	NC		
Hispanic	0	44	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%	164	132	80.5%	>76%	Yes
B. <40%		*	4.3%	<9%	Yes
C. Separate Schools		*	2.4%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	30	61	49.2%	72.7%	No
2. Functioning within age expectations	49	96	51.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	32	64	50.0%	70.0%	No
2. Functioning within age expectations	49	96	51.0%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	40	65	61.5%	75.0%	No
2. Functioning within age expectations	47	96	49.0%	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
179	180	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 SANTA CLARA 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	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
43	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 SANTA CLARA COUNTY SCHOOLS School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
51	19	28	*	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 SANTA CLARA 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	32	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 SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4307 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
63.9	82.16	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	89%	95%	--	27.3%	89.0%	--
Math	85%	95%	--	28.6%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	156	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 SANTA CLARA COUNTY SCHOOLS 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	24	NC		
African American	0	*	NC		
Hispanic	0	44	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%	164	132	80.5%	>76%	Yes
B. <40%		*	4.3%	<9%	Yes
C. Separate Schools		*	2.4%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	30	42	71.4%	72.7%	No
2. Functioning within age expectations	33	58	56.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	23	42	54.8%	70.0%	No
2. Functioning within age expectations	30	58	51.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	33	46	71.7%	75.0%	No
2. Functioning within age expectations	28	58	48.3%	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
179	180	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 SANTA CLARA 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	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
43	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 SANTA CLARA 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
48	11	34	*	97.1%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	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 SANTA CLARA 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	32	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 SANTA CLARA COUNTY SCHOOLS School District

CDS Code	4310439	FMTA Region	4
District Name	SANTA CLARA COUNTY SCHOOLS	SELPA	4311 Southeast Consortium

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

Graduation Rate	Target	Target Met
63.9	82.16	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	89%	95%	--	27.3%	89.0%	--
Math	85%	95%	--	28.6%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	156	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 SANTA CLARA COUNTY SCHOOLS 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	0	NC	2.54%	No
Asian	0	24	NC		
African American	0	*	NC		
Hispanic	0	44	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%	164	132	80.5%	>76%	Yes
B. <40%		*	4.3%	<9%	Yes
C. Separate Schools		*	2.4%	<3.8%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	131	212	61.8%	72.7%	No
2. Functioning within age expectations	171	307	55.7%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	129	206	62.6%	70.0%	No
2. Functioning within age expectations	177	307	57.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	124	185	67.0%	75.0%	No
2. Functioning within age expectations	195	307	63.5%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
179	180	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 SANTA CLARA 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	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
43	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 SANTA CLARA 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
252	52	184	15	99.5%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	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 SANTA CLARA 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	32	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 SANTA CLARA ELEMENTARY School District

CDS Code	5672579	FMTA Region	2
District Name	SANTA CLARA 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	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?
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 SANTA CLARA 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	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 SANTA CLARA ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 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	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
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 SANTA CLARA ELEMENTARY School District

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

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

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

No. Children 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 SANTA CLARA ELEMENTARY School District

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

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

CDS Code	4369674	FMTA Region	4
District Name	SANTA CLARA UNIFIED	SELPA	4307 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
68.2	82.50	No

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

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

Percent Dropped Out	Target	Target Met
11.4	<22.1%	Yes

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	35.7%	89.0%	No
Math	97%	95%	Yes	38.1%	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?
*	2,565	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 SANTA CLARA UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	456	NC		
African American	0	124	NC		
Hispanic	*	1,195	0.3%		
Multi-Ethnic	0	81	NC		
Pacific Islander	0	29	NC		
White	0	671	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%	1,968	1,144	58.1%	>76%	No
B. <40%		441	22.4%	<9%	No
C. Separate Schools		42	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 SANTA CLARA 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	220	92	41.8%	>40.9%	Yes
B. Separate		68	30.9%	<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	30	42	71.4%	72.7%	No
2. Functioning within age expectations	33	58	56.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	23	42	54.8%	70.0%	No
2. Functioning within age expectations	30	58	51.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	33	46	71.7%	75.0%	No
2. Functioning within age expectations	28	58	48.3%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
2,284	2,296	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 SANTA CLARA UNIFIED School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
447	331	116	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 SANTA CLARA UNIFIED School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
48	11	34	*	97.1%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
415	404	97.3%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CLARA 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	98	26	26.5%	50%	No
B. Higher Ed or Competitively Employed		40	40.8%	65%	No
C. Any Post-Secondary Ed or Employed		42	42.9%	69%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CLARITA VALLEY INTERNATIONAL (0981) School District

CDS Code	0117234	FMTA Region	4
District Name	SANTA CLARITA VALLEY INTERNATIONAL (0981)	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	98%	95%	--	46.0%	89.2%	Yes - Alt
Math	100%	95%	NA	27.0%	89.5%	No

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CLARITA VALLEY INTERNATIONAL (0981) 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	*	NC		
African American	0	*	NC		
Hispanic	0	18	NC		
Multi-Ethnic	0	13	NC		
Pacific Islander	0	*	NC		
White	0	72	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	106	98	92.5%	>76%	Yes
B. <40%		*	2.8%	<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 SANTA CLARITA VALLEY INTERNATIONAL (0981) School District

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

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

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

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

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

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
139	139	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 SANTA CLARITA VALLEY INTERNATIONAL (0981) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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	*	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
SANTA CLARITA VALLEY INTERNATIONAL (0981) School District

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

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

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

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CLARITA VALLEY INTERNATIONAL (0981) School District

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

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

CDS Code	4469815	FMTA Region	3
District Name	SANTA CRUZ CITY 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	95%	95%	Yes	37.3%	89.2%	No
Math	95%	95%	Yes	43.6%	89.5%	No

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	471	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 SANTA CRUZ CITY ELEMENTARY 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	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	209	NC		
Multi-Ethnic	0	33	NC		
Pacific Islander	0	0	NC		
White	0	216	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%	289	237	82.0%	>76%	Yes
B. <40%		15	5.2%	<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 SANTA CRUZ 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	77	41	53.2%	>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	*	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
442	443	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 SANTA CRUZ 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
110	95	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 SANTA CRUZ 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
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 SANTA CRUZ 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 SANTA CRUZ CITY HIGH School District

CDS Code	4469823	FMTA Region	3
District Name	SANTA CRUZ CITY HIGH	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
64.5	90.64	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
9.3	<22.1%	Yes

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	93%	95%	No	30.3%	89.0%	No
Math	94%	95%	No	26.6%	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?
*	763	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 SANTA CRUZ CITY 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	*	NC	2.54%	No
Asian	0	16	NC		
African American	0	35	NC		
Hispanic	*	337	NC		
Multi-Ethnic	0	26	NC		
Pacific Islander	0	*	NC		
White	0	340	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%	697	367	52.7%	>76%	No
B. <40%		84	12.1%	<9%	No
C. Separate Schools		19	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 SANTA CRUZ CITY 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	*	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
720	721	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 SANTA CRUZ CITY 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	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	Dispro	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	14	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 SANTA CRUZ CITY 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
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
337	331	98.2%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA CRUZ CITY 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	78	26	33.3%	50%	No
B. Higher Ed or Competitively Employed		40	51.3%	65%	No
C. Any Post-Secondary Ed or Employed		58	74.4%	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 SANTA CRUZ COUNTY SCHOOLS School District

CDS Code	4410447	FMTA Region	3
District Name	SANTA CRUZ COUNTY SCHOOLS	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
66.5	81.58	No

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

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

Percent Dropped Out	Target	Target Met
15.0	<22.1%	Yes

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	44.4%	89.0%	--
Math	100%	95%	--	55.6%	89.1%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
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 SANTA CRUZ COUNTY SCHOOLS 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	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		*	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 SANTA CRUZ 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	*	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
*	*	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 SANTA CRUZ 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 SANTA CRUZ 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
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 SANTA CRUZ 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	49	14	28.6%	50%	No
B. Higher Ed or Competitively Employed		21	42.9%	65%	No
C. Any Post-Secondary Ed or Employed		23	46.9%	69%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA MARIA UNION HIGH School District

CDS Code	4269310	FMTA Region	2
District Name	SANTA MARIA UNION HIGH	SELPA	4200 Santa Barbara County

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

Graduation Rate	Target	Target Met
69.7	84.67	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
8.2	<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	85%	95%	No	15.7%	88.9%	No
Math	96%	95%	Yes	13.9%	88.7%	No

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

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

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

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

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	15	NC		
Hispanic	*	570	0.4%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	209	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%	740	148	20.0%	>76%	No
B. <40%		338	45.7%	<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 SANTA MARIA 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	103	144	71.5%	72.7%	No
2. Functioning within age expectations	206	291	70.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	110	159	69.2%	70.0%	No
2. Functioning within age expectations	186	291	63.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	104	142	73.2%	75.0%	No
2. Functioning within age expectations	213	291	73.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
779	780	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 SANTA MARIA 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
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 SANTA MARIA 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
228	29	194	*	100.0%	100%	Yes

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
561	536	95.5%	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 SANTA MARIA 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	135	12	8.9%	50%	No
B. Higher Ed or Competitively Employed		12	8.9%	65%	No
C. Any Post-Secondary Ed or Employed		16	11.9%	69%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA MARIA-BONITA UNION School District

CDS Code	4269120	FMTA Region	2
District Name	SANTA MARIA-BONITA UNION	SELPA	4200 Santa Barbara County

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

Graduation Rate	Target	Target Met
NC	NA	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	12.5%	89.2%	No
Math	99%	95%	Yes	19.4%	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?
*	1,529	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 SANTA MARIA-BONITA UNION 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	*	*	NC	2.54%	No
Asian	0	36	NC		
African American	0	19	NC		
Hispanic	*	1,306	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	149	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%	993	593	59.7%	>76%	No
B. <40%		272	27.4%	<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 SANTA MARIA-BONITA UNION School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	253	154	60.9%	>40.9%	Yes
B. Separate		54	21.3%	<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	103	144	71.5%	72.7%	No
2. Functioning within age expectations	206	291	70.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	110	159	69.2%	70.0%	No
2. Functioning within age expectations	186	291	63.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	104	142	73.2%	75.0%	No
2. Functioning within age expectations	213	291	73.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,521	1,522	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 SANTA MARIA-BONITA UNION School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	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
313	227	86	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 SANTA MARIA-BONITA UNION School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
228	29	194	*	100.0%	100%	Yes

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA MARIA-BONITA UNION School District

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA MONICA-MALIBU UNIFIED School District

CDS Code	1964980	FMTA Region	1
District Name	SANTA MONICA-MALIBU UNIFIED	SELPA	1917 Tri-City

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

Graduation Rate	Target	Target Met
83.6	90.69	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
6.4	<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	45.5%	89.0%	No
Math	97%	95%	Yes	42.9%	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?
*	1,559	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA MONICA-MALIBU UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	52	NC		
African American	0	131	NC		
Hispanic	*	456	NC		
Multi-Ethnic	0	276	NC		
Pacific Islander	0	*	NC		
White	0	637	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%	1,146	579	50.5%	>76%	No
B. <40%		200	17.5%	<9%	No
C. Separate Schools		53	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 SANTA MONICA-MALIBU 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	137	81	59.1%	>40.9%	Yes
B. Separate		34	24.8%	<34.9%	Yes

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	20	29	69.0%	72.7%	No
2. Functioning within age expectations	37	57	64.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	21	28	75.0%	70.0%	Yes
2. Functioning within age expectations	32	57	56.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	20	28	71.4%	75.0%	No
2. Functioning within age expectations	41	57	71.9%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,333	1,353	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 SANTA MONICA-MALIBU 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
363	336	25	99.4%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA MONICA-MALIBU 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	*	28	16	96.6%	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
288	215	74.7%	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 SANTA MONICA-MALIBU 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 SANTA PAULA ELEMENTARY School District

CDS Code	5672587	FMTA Region	2
District Name	SANTA PAULA 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	28.1%	89.2%	No
Math	96%	95%	Yes	35.2%	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?
*	584	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 SANTA PAULA ELEMENTARY 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	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	*	546	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	34	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%	458	242	52.8%	>76%	No
B. <40%		129	28.2%	<9%	No
C. Separate Schools		*	0.2%	<3.8%	Yes

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	80	*	5.0%	>40.9%	No
B. Separate		25	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	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
619	620	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 SANTA PAULA ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
136	102	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 SANTA PAULA ELEMENTARY School District

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

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

No. Children 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 SANTA PAULA ELEMENTARY School District

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

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

CDS Code	5672595	FMTA Region	2
District Name	SANTA PAULA UNION HIGH	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
59.0	84.30	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	96%	95%	--	0.0%	88.9%	--
Math	94%	95%	--	6.8%	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?
*	196	3.1%	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 SANTA PAULA UNION HIGH 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	*	NC	2.54%	Yes
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	*	174	2.9%		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	*	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%	175	57	32.6%	>76%	No
B. <40%		48	27.4%	<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 SANTA PAULA 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	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
207	210	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 SANTA PAULA 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	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 SANTA PAULA 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
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
142	129	90.8%	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 SANTA PAULA 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	17	*	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 SANTA RITA UNION ELEMENTARY School District

CDS Code	2766191	FMTA Region	2
District Name	SANTA RITA UNION ELEMENTARY	SELPA	2700 Monterey County

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

Graduation Rate	Target	Target Met
NC	NA	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	Yes	33.1%	89.2%	No
Math	99%	95%	Yes	32.5%	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	372	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 SANTA RITA UNION ELEMENTARY 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	29	NC		
African American	0	16	NC		
Hispanic	0	285	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	34	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%	278	159	57.2%	>76%	No
B. <40%		54	19.4%	<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 SANTA RITA 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	50	23	46.0%	>40.9%	Yes
B. Separate		13	26.0%	<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	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
376	377	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 SANTA RITA UNION ELEMENTARY School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	NA	Not Dis	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
83	47	34	95.9%	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 SANTA RITA UNION ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
99	*	88	*	92.6%	100%	No

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA RITA 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 SANTA ROSA ELEMENTARY School District

CDS Code	4970912	FMTA Region	3
District Name	SANTA ROSA 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	844	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 SANTA ROSA ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	17	NC	2.54%	No
Asian	0	29	NC		
African American	0	16	NC		
Hispanic	0	516	NC		
Multi-Ethnic	0	30	NC		
Pacific Islander	0	*	NC		
White	0	233	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%	600	355	59.2%	>76%	No
B. <40%		165	27.5%	<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 SANTA ROSA ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	171	123	71.9%	>40.9%	Yes
B. Separate		24	14.0%	<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	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
829	830	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 SANTA ROSA ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
216	163	52	99.4%	100%	No

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

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

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

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

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

No. Children 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 SANTA ROSA ELEMENTARY School District

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

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

CDS Code	4970920	FMTA Region	3
District Name	SANTA ROSA 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
59.4		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
14.6	<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?
*	1,809	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 SANTA ROSA HIGH School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	29	NC	2.54%	No
Asian	0	36	NC		
African American	0	90	NC		
Hispanic	*	825	0.2%		
Multi-Ethnic	0	52	NC		
Pacific Islander	0	12	NC		
White	*	765	0.3%		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,649	384	23.3%	>76%	No
B. <40%		424	25.7%	<9%	No
C. Separate Schools		111	6.7%	<3.8%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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
1,325	1,338	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 SANTA ROSA HIGH School District

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

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

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

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

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

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

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
58	37	20	97.4%	100%	No

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA ROSA 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
818	738	90.2%	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 SANTA ROSA 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	233	20	8.6%	50%	No
B. Higher Ed or Competitively Employed		22	9.4%	65%	No
C. Any Post-Secondary Ed or Employed		28	12.0%	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 SANTA YNEZ VALLEY UNION HIGH School District

CDS Code	4269328	FMTA Region	2
District Name	SANTA YNEZ VALLEY UNION HIGH	SELPA	4200 Santa Barbara County

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

Graduation Rate	Target	Target Met
85.7	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
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	97%	95%	--	25.9%	88.9%	--
Math	100%	95%	--	28.6%	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	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 SANTA YNEZ VALLEY UNION HIGH School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	54	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	61	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	120	56	46.7%	>76%	No
B. <40%		15	12.5%	<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 SANTA YNEZ VALLEY UNION HIGH School District

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

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

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	103	144	71.5%	72.7%	No
2. Functioning within age expectations	206	291	70.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	110	159	69.2%	70.0%	No
2. Functioning within age expectations	186	291	63.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	104	142	73.2%	75.0%	No
2. Functioning within age expectations	213	291	73.2%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
115	116	99.1%	>90%	Yes

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SANTA YNEZ VALLEY UNION HIGH School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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 SANTA YNEZ VALLEY UNION HIGH School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
228	29	194	*	100.0%	100%	Yes

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
81	80	98.8%	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 SANTA YNEZ VALLEY UNION HIGH School District

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

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

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	23	*	26.1%	50%	No
B. Higher Ed or Competitively Employed		*	26.1%	65%	No
C. Any Post-Secondary Ed or Employed		*	39.1%	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 SANTEE ELEMENTARY School District

CDS Code	3768361	FMTA Region	5
District Name	SANTEE ELEMENTARY	SELPA	3701 East County

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

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	44.0%	89.2%	No
Math	97%	95%	Yes	45.9%	89.5%	No

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	878	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 SANTEE ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	19	NC		
African American	0	20	NC		
Hispanic	0	170	NC		
Multi-Ethnic	0	58	NC		
Pacific Islander	0	*	NC		
White	0	596	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%	579	342	59.1%	>76%	No
B. <40%		172	29.7%	<9%	No
C. Separate Schools		11	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 SANTEE ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	138	58	42.0%	>40.9%	Yes
B. Separate		51	37.0%	<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	80	110	72.7%	72.7%	Yes
2. Functioning within age expectations	161	230	70.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	77	112	68.8%	70.0%	No
2. Functioning within age expectations	162	230	70.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	77	113	68.1%	75.0%	No
2. Functioning within age expectations	163	230	70.9%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
905	905	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 SANTEE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
185	114	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 SANTEE ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
126	0	120	*	100.0%	100%	Yes

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SANTEE ELEMENTARY School District

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

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

CDS Code	4369682	FMTA Region	4
District Name	SARATOGA UNION ELEMENTARY	SELPA	4303 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
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	56.1%	89.2%	No
Math	98%	95%	Yes	59.7%	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	270	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 SARATOGA UNION 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	*	NC	2.54%	No
Asian	0	101	NC		
African American	0	0	NC		
Hispanic	0	22	NC		
Multi-Ethnic	0	17	NC		
Pacific Islander	0	0	NC		
White	0	129	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%	206	132	64.1%	>76%	No
B. <40%		17	8.3%	<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 SARATOGA 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	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	42	61	68.9%	72.7%	No
2. Functioning within age expectations	84	117	71.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	48	65	73.8%	70.0%	Yes
2. Functioning within age expectations	80	117	68.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	63	76	82.9%	75.0%	Yes
2. Functioning within age expectations	75	117	64.1%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
261	261	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 SARATOGA UNION ELEMENTARY School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	NA	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
59	51	*	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 SARATOGA 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
126	17	99	*	98.0%	100%	No

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

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SARATOGA 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 SAUCELITO ELEMENTARY School District

CDS Code	5472108	FMTA Region	2
District Name	SAUCELITO 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?
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 SAUCELITO ELEMENTARY School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	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 SAUCELITO ELEMENTARY School District

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

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

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

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

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	41	112	36.6%	72.7%	No
2. Functioning within age expectations	72	162	44.4%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	44	119	37.0%	70.0%	No
2. Functioning within age expectations	67	162	41.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	58	116	50.0%	75.0%	No
2. Functioning within age expectations	79	162	48.8%	79.0%	No

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	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 SAUCELITO ELEMENTARY School District

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

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

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

No. Children 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 SAUCELITO ELEMENTARY School District

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

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

CDS Code	1964998	FMTA Region	1
District Name	SAUGUS UNION	SELPA	1906 Santa Clarita Valley

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

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	52.7%	89.2%	No
Math	98%	95%	Yes	54.7%	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?
*	1,553	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 SAUGUS UNION School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	100	NC		
African American	0	54	NC		
Hispanic	0	437	NC		
Multi-Ethnic	0	161	NC		
Pacific Islander	0	*	NC		
White	*	796	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%	995	726	73.0%	>76%	No
B. <40%		224	22.5%	<9%	No
C. Separate Schools		*	0.7%	<3.8%	Yes

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

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

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

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	262	126	48.1%	>40.9%	Yes
B. Separate		117	44.7%	<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	103	74.8%	72.7%	Yes
2. Functioning within age expectations	156	212	73.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	76	106	71.7%	70.0%	Yes
2. Functioning within age expectations	151	212	71.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	87	110	79.1%	75.0%	Yes
2. Functioning within age expectations	150	212	70.8%	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
1,500	1,500	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 SAUGUS UNION School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	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
352	263	89	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 SAUGUS UNION School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
161	24	132	*	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 SAUGUS UNION School District

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

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

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

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

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

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

CDS Code	2165474	FMTA Region	3
District Name	SAUSALITO 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	75%	95%	--	38.9%	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?
*	74	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for SAUSALITO 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	*	34	NC		
Hispanic	0	17	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	*	NC		
White	0	16	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	57	29	50.9%	>76%	No
B. <40%		*	14.0%	<9%	No
C. Separate Schools		*	8.8%	<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 SAUSALITO ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 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	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
65	66	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 SAUSALITO ELEMENTARY School District

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

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

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

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

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

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

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

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

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

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

No. Children 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 SAUSALITO ELEMENTARY School District

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

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

CDS Code	3066696	FMTA Region	1
District Name	SAVANNA ELEMENTARY	SELPA	3013 Greater Anaheim

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

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	32.7%	89.2%	No
Math	99%	95%	Yes	43.1%	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	405	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 SAVANNA 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	*	NC	2.54%	No
Asian	0	67	NC		
African American	0	21	NC		
Hispanic	0	222	NC		
Multi-Ethnic	0	13	NC		
Pacific Islander	0	*	NC		
White	0	78	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%	228	149	65.4%	>76%	No
B. <40%		51	22.4%	<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 SAVANNA ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 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	32	45.1%	>40.9%	Yes
B. Separate		27	38.0%	<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	56	90	62.2%	72.7%	No
2. Functioning within age expectations	97	152	63.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	58	90	64.4%	70.0%	No
2. Functioning within age expectations	105	152	69.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	45	64	70.3%	75.0%	No
2. Functioning within age expectations	112	152	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
385	388	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 SAVANNA ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
84	66	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 SAVANNA ELEMENTARY School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
112	30	77	*	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 SAVANNA ELEMENTARY School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY ACADEMY School District

CDS Code	0121467	FMTA Region	4
District Name	SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY 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	71%	95%	--	41.7%	89.2%	--
Math	95%	95%	--	25.0%	89.5%	--

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	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 SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY ACADEMY 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	11	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%	22	22	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 SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY ACADEMY School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>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
25	26	96.2%	>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 SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY ACADEMY School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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
SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY ACADEMY School District

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

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

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

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SBC-ASPIRE ALEXANDER TWILIGHT SECONDARY ACADEMY School District

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

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

Measure	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 SBC-ASPIRE PORT CITY ACADEMY School District

CDS Code	0114876	FMTA Region	4
District Name	SBC-ASPIRE PORT CITY 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%	--	45.0%	89.2%	--
Math	100%	95%	--	45.0%	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	30	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 SBC-ASPIRE PORT CITY ACADEMY 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	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	14	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	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 SBC-ASPIRE PORT CITY 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
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 SBC-ASPIRE PORT CITY 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
13	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 SBC-ASPIRE PORT CITY 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 SBC-ASPIRE PORT CITY 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 SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO School District

CDS Code	0120469	FMTA Region	4
District Name	SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO	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%	--	41.7%	89.2%	--
Math	93%	95%	--	62.5%	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	32	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 SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO 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	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	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%	25	24	96.0%	>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 SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	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
37	37	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 SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO School District

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

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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
SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO School District

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

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

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 SBC-ASPIRE ALEXANDER TWILIGHT COLLEGE SACRAMENTO School District

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

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

Measure	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 SBC-ASPIRE CLARENDON ELEMENTARY School District

CDS Code	0114884	FMTA Region	4
District Name	SBC-ASPIRE CLARENDON 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%	--	16.7%	89.2%	--
Math	100%	95%	--	38.9%	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	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 SBC-ASPIRE CLARENDON ELEMENTARY 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	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	18	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%	20	20	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 SBC-ASPIRE CLARENDON ELEMENTARY School District

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

Measure	Total No. of Students receiving Special Education (Age 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
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 SBC-ASPIRE CLARENDON ELEMENTARY School District

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

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

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

No. Children 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 SBC-ASPIRE CLARENDON ELEMENTARY School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SBC-ASPIRE TITAN ACADEMY School District

CDS Code	0120477	FMTA Region	4
District Name	SBC-ASPIRE TITAN 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%	--	28.6%	89.2%	--
Math	100%	95%	--	38.1%	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	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 SBC-ASPIRE TITAN ACADEMY 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	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	25	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%	22	22	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 SBC-ASPIRE TITAN 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
28	28	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 SBC-ASPIRE TITAN 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	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
SBC-ASPIRE TITAN 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 SBC-ASPIRE TITAN 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 SBC-PACIFIC TECHNOLOGY SCHOOL ORANGEVALE School District

CDS Code	0119529	FMTA Region	4
District Name	SBC-PACIFIC TECHNOLOGY SCHOOL ORANGEVALE	SELPA	0951 El Dorado Charter

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

Graduation Rate	Target	Target Met
NC	NA	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	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 SBC-PACIFIC TECHNOLOGY SCHOOL ORANGEVALE 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	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	19	NC		

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

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	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 SBC-PACIFIC TECHNOLOGY SCHOOL ORANGEVALE School District

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

Measure	Total No. of Students receiving Special Education (Age 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
13	14	NC	>90%	NA

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SBC-PACIFIC TECHNOLOGY SCHOOL ORANGEVALE School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
SBC-PACIFIC TECHNOLOGY SCHOOL ORANGEVALE School District

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

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

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

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

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

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

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

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

2012–13 District Level Special Education Annual Performance Report Measure for SBC-PACIFIC TECHNOLOGY SCHOOL ORANGEVALE School District

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

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SBC-PACIFIC TECHNOLOGY SCHOOL SANTA ANA School District

CDS Code	0119537	FMTA Region	4
District Name	SBC-PACIFIC TECHNOLOGY SCHOOL SANTA ANA	SELPA	0951 El Dorado Charter

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

Graduation Rate	Target	Target Met
NC	NA	NA

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

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

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

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

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

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

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

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	23	NC	2.54%	No

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

2012–13 District Level Special Education Annual Performance Report Measure for SBC-PACIFIC TECHNOLOGY SCHOOL SANTA ANA 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	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	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%	18	17	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 SBC-PACIFIC TECHNOLOGY SCHOOL SANTA ANA School District

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

Measure	Total No. of Students receiving Special Education (Age 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
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 SBC-PACIFIC TECHNOLOGY SCHOOL SANTA ANA School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
SBC-PACIFIC TECHNOLOGY SCHOOL SANTA ANA School District

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

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

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

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

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBC-PACIFIC TECHNOLOGY SCHOOL SANTA ANA School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SBE - LIVERMORE VALLEY CHARTER School District

CDS Code	0176372	FMTA Region	4
District Name	SBE - LIVERMORE VALLEY CHARTER	SELPA	0951 El Dorado Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
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	81	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 SBE - LIVERMORE VALLEY CHARTER 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	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	59	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	76	63	82.9%	>76%	Yes
B. <40%		*	1.3%	<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 SBE - LIVERMORE VALLEY CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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
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 SBE - LIVERMORE VALLEY CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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
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 SBE - LIVERMORE VALLEY CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 SBE - LIVERMORE VALLEY CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE - NEW WEST CHARTER MIDDLE School District

CDS Code	1975663	FMTA Region	1
District Name	SBE - NEW WEST CHARTER MIDDLE	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

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	32	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 SBE - NEW WEST CHARTER MIDDLE 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	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	20	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	53	51	96.2%	>76%	Yes
B. <40%		*	1.9%	<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 SBE - NEW WEST CHARTER MIDDLE School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	168	256	65.6%	72.7%	No
2. Functioning within age expectations	349	498	70.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	175	267	65.5%	70.0%	No
2. Functioning within age expectations	340	498	68.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	163	245	66.5%	75.0%	No
2. Functioning within age expectations	362	498	72.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
59	59	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 SBE - NEW WEST CHARTER MIDDLE School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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 SBE - NEW WEST CHARTER MIDDLE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
268	22	215	31	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE - NEW WEST CHARTER MIDDLE School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL School District

CDS Code	5776695	FMTA Region	4
District Name	SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL	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	NC	95%	NA	NC	NA	NA
Math	NC	95%	NA	NC	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL 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	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	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 SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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 SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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 SBE - CALIFORNIA COLLEGE, CAREER & TECHNICAL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SBE - DIXON MONTESSORI School District

CDS Code	4876661	FMTA Region	4
District Name	SBE - DIXON MONTESSORI	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	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	30	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 SBE - DIXON MONTESSORI 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	*	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%	30	28	93.3%	>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 SBE - DIXON MONTESSORI School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 SBE - DIXON MONTESSORI School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
16	*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE - DIXON MONTESSORI School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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 SBE - DIXON MONTESSORI School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SBE - INGENIUM CHARTER School District

CDS Code	1976679	FMTA Region	4
District Name	SBE - INGENIUM CHARTER	SELPA	0951 El Dorado Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
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	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 SBE - INGENIUM CHARTER 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	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	13	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	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	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 SBE - INGENIUM 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	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
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 SBE - INGENIUM 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 SBE - INGENIUM CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SBE - INGENIUM 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 SBE - LIFELINE EDUCATION CHARTER School District

CDS Code	0115725	FMTA Region	4
District Name	SBE - LIFELINE EDUCATION CHARTER	SELPA	0951 El Dorado Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
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%	--	--%	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	29	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 SBE - LIFELINE EDUCATION CHARTER 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	16	NC		
Hispanic	0	11	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%	20	*	50.0%	>76%	No
B. <40%		*	5.0%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE - LIFELINE EDUCATION 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	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 SBE - LIFELINE EDUCATION 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 SBE - LIFELINE EDUCATION CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	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 SBE - LIFELINE EDUCATION 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 SBE - LIVERMORE VALLEY PREP HIGH School District

CDS Code	0176653	FMTA Region	4
District Name	SBE - LIVERMORE VALLEY PREP HIGH	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	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	28	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 SBE - LIVERMORE VALLEY PREP HIGH 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	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	16	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	54	46	85.2%	>76%	Yes
B. <40%		*	5.6%	<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 SBE - LIVERMORE VALLEY PREP HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>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
33	33	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 SBE - LIVERMORE VALLEY PREP HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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 SBE - LIVERMORE VALLEY PREP HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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
32	20	62.5%	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 SBE - LIVERMORE VALLEY PREP HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE - SAN FRANCISCO FLEX ACADEMY School District

CDS Code	3876703	FMTA Region	4
District Name	SBE - SAN FRANCISCO FLEX 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	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	29	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 SBE - SAN FRANCISCO FLEX ACADEMY School District

QQQQ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	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%	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 SBE - SAN FRANCISCO FLEX ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 SBE - SAN FRANCISCO FLEX 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
*	*	*	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 SBE - SAN FRANCISCO FLEX 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
*	*	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 SBE - SAN FRANCISCO FLEX 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	*	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 SBE- ASPIRE VANGUARD COLLEGE PREPARATORY ACADEMY School District

CDS Code	5076638	FMTA Region	4
District Name	SBE- ASPIRE VANGUARD COLLEGE PREPARATORY 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	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?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
SBE- ASPIRE VANGUARD COLLEGE PREPARATORY ACADEMY School District

*	50	4.0%	2.54%	Yes

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	*	NC	2.54%	No
Asian	0	0	NC		
African American	*	*	NC		
Hispanic	0	23	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	20	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	33	33	100.0%	>76%	Yes
B. <40%		0	0.0%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE- ASPIRE VANGUARD COLLEGE PREPARATORY ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement	Total Responses	Percent Positive	Target This Year	Target Met

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
SBE- ASPIRE VANGUARD COLLEGE PREPARATORY ACADEMY School District

Responses		Involvement		
41	41	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
SBE- ASPIRE VANGUARD COLLEGE PREPARATORY ACADEMY School District

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	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
SBE- ASPIRE VANGUARD COLLEGE PREPARATORY ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE- BARACK OBAMA CHARTER SCHOOL School District

CDS Code	1976547	FMTA Region	4
District Name	SBE- BARACK OBAMA CHARTER SCHOOL	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	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	32	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 SBE- BARACK OBAMA CHARTER SCHOOL 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	25	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%	29	29	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 SBE- BARACK OBAMA CHARTER SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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
36	36	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 SBE- BARACK OBAMA CHARTER SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	Not Dis	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE- BARACK OBAMA CHARTER SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 SBE- BARACK OBAMA CHARTER SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE- EVEREST PUBLIC HIGH School District

CDS Code	0119503	FMTA Region	3
District Name	SBE- EVEREST PUBLIC HIGH	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
66.7		NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
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	100%	95%	--	70.0%	88.9%	--
Math	100%	95%	--	75.0%	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 SBE- EVEREST PUBLIC HIGH 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	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 SBE- EVEREST PUBLIC 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	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
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 SBE- EVEREST PUBLIC 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
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
SBE- EVEREST PUBLIC 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
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 SBE- EVEREST PUBLIC HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE- EVEREST PUBLIC HIGH School District

CDS Code	4176588	FMTA Region	3
District Name	SBE- EVEREST PUBLIC HIGH	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	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	42	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 SBE- EVEREST PUBLIC HIGH 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	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	26	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	52	43	82.7%	>76%	Yes
B. <40%		*	3.8%	<9%	Yes
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 SBE- EVEREST PUBLIC 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	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
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 SBE- EVEREST PUBLIC 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
*	*	*	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 SBE- EVEREST PUBLIC 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
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
26	25	96.2%	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 SBE- EVEREST PUBLIC HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE- RIVER MONTESSORI ELEMENTARY CHARTER School District

CDS Code	4976604	FMTA Region	4
District Name	SBE- RIVER MONTESSORI ELEMENTARY CHARTER	SELPA	0951 El Dorado Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
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	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 SBE- RIVER MONTESSORI ELEMENTARY CHARTER 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	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	15	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	19	19	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 SBE- RIVER MONTESSORI ELEMENTARY 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	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
15	15	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE- RIVER MONTESSORI ELEMENTARY 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 SBE- RIVER MONTESSORI ELEMENTARY CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SBE- RIVER MONTESSORI ELEMENTARY 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 SBE- WESTERN SIERRA COLLEGIATE ACADEMY School District

CDS Code	3176570	FMTA Region	4
District Name	SBE- WESTERN SIERRA COLLEGIATE 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	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	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 SBE- WESTERN SIERRA COLLEGIATE ACADEMY 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	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	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%	28	26	92.9%	>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 SBE- WESTERN SIERRA COLLEGIATE ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>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
33	33	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 SBE- WESTERN SIERRA COLLEGIATE ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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
SBE- WESTERN SIERRA COLLEGIATE ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE- WESTERN SIERRA COLLEGIATE ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE-ASPIRE APEX ACADEMY School District

CDS Code	0121541	FMTA Region	4
District Name	SBE-ASPIRE APEX 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	95%	95%	--	25.0%	89.2%	--
Math	100%	95%	--	23.5%	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	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 SBE-ASPIRE APEX ACADEMY 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	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	14	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%	19	18	NA	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE-ASPIRE APEX 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
26	26	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 SBE-ASPIRE APEX 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 SBE-ASPIRE APEX 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 SBE-ASPIRE APEX 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 SBE-DIXON MONTESSORI CHARTER School District

CDS Code	0122267	FMTA Region	4
District Name	SBE-DIXON MONTESSORI CHARTER	SELPA	0951 El Dorado Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	75%	95%	--	50.0%	89.2%	--
Math	97%	95%	--	38.5%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
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 SBE-DIXON MONTESSORI CHARTER 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	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 SBE-DIXON MONTESSORI CHARTER School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
NA	NA	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE-DIXON MONTESSORI CHARTER School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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 SBE-DIXON MONTESSORI CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 SBE-DIXON MONTESSORI CHARTER School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE-EDISON CHARTER ACADEMY School District

CDS Code	6040935	FMTA Region	4
District Name	SBE-EDISON CHARTER 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%	--	17.2%	89.2%	--
Math	100%	95%	--	17.2%	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	39	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE-EDISON CHARTER ACADEMY School District

ZZZZ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	30	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%	32	31	96.9%	>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 SBE-EDISON CHARTER ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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
37	37	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 SBE-EDISON CHARTER ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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 SBE-EDISON CHARTER ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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	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 SBE-EDISON CHARTER ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE-LIVERMORE VALLEY CHARTER PREPARATORY HIGH SCHOOL School District

CDS Code	0120931	FMTA Region	4
District Name	SBE-LIVERMORE VALLEY CHARTER PREPARATORY HIGH SCHOOL	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%	--	45.5%	88.9%	--
Math	85%	95%	--	36.4%	88.7%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
SBE-LIVERMORE VALLEY CHARTER PREPARATORY HIGH SCHOOL School District

NA	NA	NC	2.54%	NA

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	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 SBE-LIVERMORE VALLEY CHARTER PREPARATORY HIGH SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement	Total Responses	Percent Positive	Target This Year	Target Met

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
SBE-LIVERMORE VALLEY CHARTER PREPARATORY HIGH SCHOOL School District

Responses		Involvement		
NA	NA	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	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.

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
SBE-LIVERMORE VALLEY CHARTER PREPARATORY HIGH SCHOOL School District

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
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
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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
SBE-LIVERMORE VALLEY CHARTER PREPARATORY HIGH SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE-MICRO ENTERPRISE CHARTER ACADEMY School District

CDS Code	1976521	FMTA Region	4
District Name	SBE-MICRO ENTERPRISE CHARTER 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	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	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 SBE-MICRO ENTERPRISE CHARTER ACADEMY 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	*	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 SBE-MICRO ENTERPRISE CHARTER ACADEMY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	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
*	*	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 SBE-MICRO ENTERPRISE CHARTER ACADEMY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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 SBE-MICRO ENTERPRISE CHARTER ACADEMY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 SBE-MICRO ENTERPRISE CHARTER ACADEMY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE-MISSION PREP School District

CDS Code	3876752	FMTA Region	4
District Name	SBE-MISSION PREP	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	NC	95%	NA	NC	NA	NA
Math	NC	95%	NA	NC	NA	NA

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE-MISSION PREP 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	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 SBE-MISSION PREP School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	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
*	*	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 SBE-MISSION PREP School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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 SBE-MISSION PREP School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 SBE-MISSION PREP School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE-MISSION PREP School District

CDS Code	3876752	FMTA Region	3
District Name	SBE-MISSION PREP	SELPA	3800 San Francisco 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
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	*	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 SBE-MISSION PREP 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	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 SBE-MISSION PREP School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	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	67	115	58.3%	72.7%	No
2. Functioning within age expectations	145	230	63.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	70	113	61.9%	70.0%	No
2. Functioning within age expectations	148	230	64.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	69	99	69.7%	75.0%	No
2. Functioning within age expectations	168	230	73.0%	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
*	*	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 SBE-MISSION PREP School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	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 SBE-MISSION PREP School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
175	18	133	23	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 SBE-MISSION PREP School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 SBE-SCHOOL OF ARTS AND ENTERPRISE School District

CDS Code	1975697	FMTA Region	1
District Name	SBE-SCHOOL OF ARTS AND ENTERPRISE	SELPA	1903 East San Gabriel Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
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	42	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 SBE-SCHOOL OF ARTS AND ENTERPRISE 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	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	29	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%	36	32	88.9%	>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 SBE-SCHOOL OF ARTS AND ENTERPRISE School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	129	199	64.8%	72.7%	No
2. Functioning within age expectations	235	355	66.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	118	193	61.1%	70.0%	No
2. Functioning within age expectations	233	355	65.6%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	128	192	66.7%	75.0%	No
2. Functioning within age expectations	239	355	67.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
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 SBE-SCHOOL OF ARTS AND ENTERPRISE School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
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 SBE-SCHOOL OF ARTS AND ENTERPRISE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
262	45	180	36	99.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
33	31	93.9%	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 SBE-SCHOOL OF ARTS AND ENTERPRISE School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SBE-TODAY FRESH START CHARTER School District

CDS Code	1976737	FMTA Region	1
District Name	SBE-TODAY FRESH START CHARTER	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

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?
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 SBE-TODAY FRESH START CHARTER 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	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%	40	39	97.5%	>76%	Yes
B. <40%		*	2.5%	<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 SBE-TODAY FRESH START 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	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
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 SBE-TODAY FRESH START 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
22	16	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE-TODAY FRESH START 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
268	22	215	31	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SBE-TODAY FRESH START 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 SCOTIA UNION ELEMENTARY School District

CDS Code	1263024	FMTA Region	4
District Name	SCOTIA 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%	--	23.5%	89.2%	--
Math	100%	95%	--	32.4%	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	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 SCOTIA UNION ELEMENTARY School District

GGGGG. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	29	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	32	18	56.3%	>76%	No
B. <40%		*	21.9%	<9%	No
C. Separate Schools		*	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 SCOTIA 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
35	35	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 SCOTIA UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SCOTIA 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 SCOTIA 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 SCOTT VALLEY UNIFIED School District

CDS Code	4776455	FMTA Region	4
District Name	SCOTT VALLEY UNIFIED	SELPA	4700 Siskiyou County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
66.7	97.62	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
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	100%	95%	--	31.9%	89.0%	--
Math	98%	95%	--	41.3%	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	109	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SCOTT VALLEY UNIFIED School District

HHHHH. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	14	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	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%	71	59	83.1%	>76%	Yes
B. <40%		*	5.6%	<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 SCOTT 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		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	11	15	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	11	NC	70.0%	NA
2. Functioning within age expectations	*	15	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	11	15	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
98	100	98.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SCOTT 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	Not 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
17	14	*	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 SCOTT 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
*	*	*	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
17	16	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 SCOTT 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	*	*	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 SCOTTS VALLEY UNIFIED School District

CDS Code	4475432	FMTA Region	3
District Name	SCOTTS VALLEY UNIFIED	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
81.8	96.67	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.0	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	96%	95%	Yes	46.3%	89.0%	No
Math	96%	95%	Yes	52.6%	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?
*	291	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 SCOTTS VALLEY UNIFIED 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	15	NC		
African American	0	*	NC		
Hispanic	0	39	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	220	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%	178	111	62.4%	>76%	No
B. <40%		37	20.8%	<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 SCOTTS 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	30	15	50.0%	>40.9%	Yes
B. Separate		*	33.3%	<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	*	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
252	252	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 SCOTTS 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	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	45	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SCOTTS 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
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
30	29	96.7%	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 SCOTTS 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	*	*	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 SEBASTOPOL INDEPENDENT CHARTER School District

CDS Code	6113039	FMTA Region	3
District Name	SEBASTOPOL INDEPENDENT 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
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%	--	55.0%	89.2%	--
Math	96%	95%	--	35.0%	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	16	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SEBASTOPOL INDEPENDENT CHARTER School District

JJJJJ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	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%	15	14	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 SEBASTOPOL INDEPENDENT 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	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
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 SEBASTOPOL INDEPENDENT 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 SEBASTOPOL INDEPENDENT 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
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 SEBASTOPOL INDEPENDENT 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 SEBASTOPOL UNION ELEMENTARY School District

CDS Code	4970938	FMTA Region	3
District Name	SEBASTOPOL 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	99%	95%	--	20.3%	89.2%	--
Math	99%	95%	NA	23.4%	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	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 SEBASTOPOL UNION ELEMENTARY School District

KKKKK. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	46	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	83	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%	98	57	58.2%	>76%	No
B. <40%		14	14.3%	<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 SEBASTOPOL 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	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
72	72	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SEBASTOPOL 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
29	23	*	92.0%	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 SEBASTOPOL 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 SEBASTOPOL 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 SEELEY UNION ELEMENTARY School District

CDS Code	1363222	FMTA Region	5
District Name	SEELEY UNION ELEMENTARY	SELPA	1300 Imperial County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

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%	--	17.9%	89.2%	--
Math	100%	95%	--	28.6%	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	40	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 SEELEY UNION ELEMENTARY School District

LLLLL. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	31	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%	27	19	70.4%	>76%	No
B. <40%		*	7.4%	<9%	Yes
C. Separate Schools		*	3.7%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SEELEY 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	80	55.0%	72.7%	No
2. Functioning within age expectations	49	111	44.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	40	81	49.4%	70.0%	No
2. Functioning within age expectations	51	111	45.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	38	62	61.3%	75.0%	No
2. Functioning within age expectations	61	111	55.0%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
41	41	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SEELEY 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
*	*	*	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 SEELEY 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
103	*	98	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SEELEY 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 SEIAD ELEMENTARY School District

CDS Code	4770458	FMTA Region	4
District Name	SEIAD ELEMENTARY	SELPA	4700 Siskiyou County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC%	95%	--	--%	89.2%	--
Math	NC%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SEIAD ELEMENTARY School District

MMMMM. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	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 SEIAD ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	11	15	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	11	NC	70.0%	NA
2. Functioning within age expectations	*	15	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	11	15	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SEIAD ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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 SEIAD ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
*	*	*	0	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SEIAD ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SELMA UNIFIED School District

CDS Code	1062430	FMTA Region	2
District Name	SELMA 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
73.7	89.61	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
7.9	<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	32.9%	89.0%	No
Math	98%	95%	Yes	37.3%	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?
*	913	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 SELMA UNIFIED 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	*	NC	2.54%	No
Asian	0	16	NC		
African American	0	*	NC		
Hispanic	*	812	0.4%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	66	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%	703	541	77.0%	>76%	Yes
B. <40%		99	14.1%	<9%	No
C. Separate Schools		12	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 SELMA 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	110	66	60.0%	>40.9%	Yes
B. Separate		*	4.5%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
920	925	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 SELMA 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
119	83	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 SELMA 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
122	116	95.1%	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 SELMA 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 SEMITROPIC ELEMENTARY School District

CDS Code	1563768	FMTA Region	2
District Name	SEMITROPIC 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%	--	7.1%	89.2%	--
Math	100%	95%	--	21.4%	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	39	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SEMITROPIC 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	*	NC		
African American	0	*	NC		
Hispanic	0	18	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%	19	18	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 SEMITROPIC ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	238	57.1%	72.7%	No
2. Functioning within age expectations	246	410	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	141	259	54.4%	70.0%	No
2. Functioning within age expectations	225	410	54.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	136	205	66.3%	75.0%	No
2. Functioning within age expectations	268	410	65.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
38	39	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 SEMITROPIC ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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 SEMITROPIC ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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
18	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 SEMITROPIC ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SEQUOIA UNION ELEMENTARY School District

CDS Code	5472116	FMTA Region	2
District Name	SEQUOIA 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	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 SEQUOIA UNION ELEMENTARY 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	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%	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 SEQUOIA 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
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 SEQUOIA 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 SEQUOIA 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 SEQUOIA 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 SEQUOIA UNION HIGH School District

CDS Code	4169062	FMTA Region	3
District Name	SEQUOIA UNION HIGH	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
73.1	81.27	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	95%	95%	Yes	34.1%	88.9%	Yes - Alt
Math	95%	95%	Yes	34.8%	88.7%	Yes - Alt

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	1,182	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 SEQUOIA UNION HIGH 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	*	NC	2.54%	No
Asian	0	35	NC		
African American	0	113	NC		
Hispanic	0	612	NC		
Multi-Ethnic	0	29	NC		
Pacific Islander	0	34	NC		
White	0	358	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%	1,081	549	50.8%	>76%	No
B. <40%		251	23.2%	<9%	No
C. Separate Schools		59	5.5%	<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 SEQUOIA 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	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
1,103	1,107	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 SEQUOIA UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	Not Dis	Not Dis	Not Dis	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
35	23	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 SEQUOIA 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
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
789	632	80.1%	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 SEQUOIA 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	169	69	40.8%	50%	No
B. Higher Ed or Competitively Employed		85	50.3%	65%	No
C. Any Post-Secondary Ed or Employed		107	63.3%	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 SHAFFER UNION ELEMENTARY School District

CDS Code	1864188	FMTA Region	4
District Name	SHAFFER UNION 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	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	28	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 SHAFFER UNION ELEMENTARY School District

RRRRR. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	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	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%	*	*	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 SHAFFER 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	*	*	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
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 SHAFFER 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 SHAFFER 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
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 SHAFFER 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 SHANDON JOINT UNIFIED School District

CDS Code	4068833	FMTA Region	2
District Name	SHANDON 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
60.0	96.00	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
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%	--	34.5%	89.0%	--
Math	100%	95%	--	23.3%	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	48	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SHANDON JOINT UNIFIED School District

SSSSS. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	28	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	20	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	42	30	71.4%	>76%	No
B. <40%		*	2.4%	<9%	Yes
C. Separate Schools		*	2.4%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SHANDON JOINT UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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	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
54	54	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SHANDON 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	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 SHANDON 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
*	*	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 SHANDON JOINT UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SHASTA COUNTY SCHOOLS School District

CDS Code	4510454	FMTA Region	4
District Name	SHASTA COUNTY SCHOOLS	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
74.5	86.48	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
13.4	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	--%	89.0%	--
Math	74%	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	*	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 SHASTA COUNTY SCHOOLS 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	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	0	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	*	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 SHASTA 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	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 SHASTA 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 SHASTA 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
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 SHASTA 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 SHASTA SECONDARY HOME School District

CDS Code	4530267	FMTA Region	4
District Name	SHASTA SECONDARY HOME	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
66.7	96.20	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	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	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 SHASTA SECONDARY HOME School District

UUUUU. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	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	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%	25	*	28.0%	>76%	No
B. <40%		*	24.0%	<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 SHASTA SECONDARY HOME School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	26	46	56.5%	72.7%	No
2. Functioning within age expectations	59	88	67.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	29	47	61.7%	70.0%	No
2. Functioning within age expectations	57	88	64.8%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	22	35	62.9%	75.0%	No
2. Functioning within age expectations	64	88	72.7%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
27	29	93.1%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SHASTA SECONDARY HOME School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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 SHASTA SECONDARY HOME School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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
20	16	80.0%	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 SHASTA SECONDARY HOME School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SHASTA UNION ELEMENTARY School District

CDS Code	4570128	FMTA Region	4
District Name	SHASTA 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%	--	--%	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 SHASTA UNION ELEMENTARY School District

VVVVV. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	19	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	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 SHASTA 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
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 SHASTA 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 SHASTA 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 SHASTA 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 SHASTA UNION HIGH School District

CDS Code	4570136	FMTA Region	4
District Name	SHASTA UNION HIGH	SELPA	4500 Shasta County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
76.0	93.61	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
10.6	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	95%	95%	Yes	25.0%	89.0%	--
Math	96%	95%	Yes	28.1%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	585	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 SHASTA UNION HIGH 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	23	NC	2.54%	No
Asian	0	11	NC		
African American	0	39	NC		
Hispanic	0	54	NC		
Multi-Ethnic	0	17	NC		
Pacific Islander	0	*	NC		
White	*	438	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%	491	117	23.8%	>76%	No
B. <40%		160	32.6%	<9%	No
C. Separate Schools		50	10.2%	<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 SHASTA 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	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
539	546	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 SHASTA 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
23	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 SHASTA 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
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
360	258	71.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SHASTA 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	106	26	24.5%	50%	No
B. Higher Ed or Competitively Employed		33	31.1%	65%	No
C. Any Post-Secondary Ed or Employed		49	46.2%	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 SHILOH ELEMENTARY School District

CDS Code	5071274	FMTA Region	2
District Name	SHILOH ELEMENTARY	SELPA	5001 Stanislaus County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	--%	89.2%	--
Math	100%	95%	--	--%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	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 SHILOH 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	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 SHILOH ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	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
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 SHILOH ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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 SHILOH ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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 SHILOH ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SHORELINE UNIFIED School District

CDS Code	2173361	FMTA Region	3
District Name	SHORELINE UNIFIED	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
100.0	88.89	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	97%	95%	Yes - Alt	35.6%	89.0%	No
Math	100%	95%	Yes - Alt	34.2%	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	117	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SHORELINE UNIFIED 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	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	64	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	47	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%	88	51	58.0%	>76%	No
B. <40%		*	8.0%	<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 SHORELINE UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
112	112	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 SHORELINE 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
22	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 SHORELINE 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
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
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 SHORELINE 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 SIERRA COUNTY SCHOOLS School District

CDS Code	4610462	FMTA Region	4
District Name	SIERRA COUNTY SCHOOLS	SELPA	4600 Sierra County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students 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		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	NC%	95%	--	--%	89.0%	--
Math	NC%	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 SIERRA COUNTY SCHOOLS 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	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 SIERRA 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	0	*	NC	72.7%	NA
2. Functioning within age expectations	0	*	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	0	*	NC	70.0%	NA
2. Functioning within age expectations	0	*	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	0	*	NC	75.0%	NA
2. Functioning within age expectations	0	*	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 SIERRA 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
SIERRA 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
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 SIERRA 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 SIERRA SANDS School District

CDS Code	1573742	FMTA Region	2
District Name	SIERRA SANDS	SELPA	1513 Sierra Sands

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
79.0	89.72	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
7.9	<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	98%	95%	Yes	33.8%	89.0%	No
Math	97%	95%	Yes	41.5%	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?
*	806	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 SIERRA SANDS 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	11	NC	2.54%	No
Asian	0	20	NC		
African American	0	75	NC		
Hispanic	0	160	NC		
Multi-Ethnic	*	16	NC		
Pacific Islander	0	*	NC		
White	*	515	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%	580	338	58.3%	>76%	No
B. <40%		108	18.6%	<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 SIERRA SANDS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	76	36	47.4%	>40.9%	Yes
B. Separate		24	31.6%	<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	14	18	NC	72.7%	NA
2. Functioning within age expectations	18	30	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	13	21	61.9%	70.0%	No
2. Functioning within age expectations	17	30	56.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	13	17	NC	75.0%	NA
2. Functioning within age expectations	18	30	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
821	823	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 SIERRA SANDS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
159	142	16	99.3%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SIERRA SANDS School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
19	*	17	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
121	116	95.9%	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 SIERRA SANDS School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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	21	41.2%	50%	No
B. Higher Ed or Competitively Employed		37	72.5%	65%	Yes
C. Any Post-Secondary Ed or Employed		41	80.4%	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 SIERRA UNIFIED School District

CDS Code	1075275	FMTA Region	2
District Name	SIERRA 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
71.4	90.42	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
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	94%	95%	Yes - Alt	25.0%	89.0%	No
Math	94%	95%	Yes - Alt	24.2%	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	312	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 SIERRA UNIFIED 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	69	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	43	NC		
Multi-Ethnic	0	18	NC		
Pacific Islander	0	0	NC		
White	0	173	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%	203	125	61.6%	>76%	No
B. <40%		33	16.3%	<9%	No
C. Separate Schools		*	2.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SIERRA UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	23	12	52.2%	>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	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
254	256	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 SIERRA UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dis	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
28	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 SIERRA UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
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
67	59	88.1%	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 SIERRA UNIFIED School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	14	*	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 SIERRA-PLUMAS JOINT UNIFIED School District

CDS Code	4670177	FMTA Region	4
District Name	SIERRA-PLUMAS JOINT UNIFIED	SELPA	4600 Sierra County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students 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	96.97	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%	--	47.8%	89.0%	--
Math	100%	95%	--	65.2%	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?
0	56	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SIERRA-PLUMAS JOINT UNIFIED 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	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	47	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	32	26	81.3%	>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 SIERRA-PLUMAS JOINT UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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	0	*	NC	72.7%	NA
2. Functioning within age expectations	0	*	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	0	*	NC	70.0%	NA
2. Functioning within age expectations	0	*	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	0	*	NC	75.0%	NA
2. Functioning within age expectations	0	*	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
46	46	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SIERRA-PLUMAS 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	Not 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 SIERRA-PLUMAS 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
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
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 SIERRA-PLUMAS 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	*	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 SILICON VALLEY FLEX ACADEMY (1209) School District

CDS Code	0121780	FMTA Region	4
District Name	SILICON VALLEY FLEX ACADEMY (1209)	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%	--	68.8%	89.2%	--
Math	100%	95%	--	56.3%	89.5%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	24	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SILICON VALLEY FLEX ACADEMY (1209) 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	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	19	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	25	22	88.0%	>76%	Yes
B. <40%		*	4.0%	<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 SILICON VALLEY FLEX ACADEMY (1209) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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
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 SILICON VALLEY FLEX ACADEMY (1209) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
NA	NA	NA	NC	100%	

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SILICON VALLEY FLEX ACADEMY (1209) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SILICON VALLEY FLEX ACADEMY (1209) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SILVER FORK ELEMENTARY School District

CDS Code	0961986	FMTA Region	4
District Name	SILVER FORK 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%	--	--%	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 SILVER FORK ELEMENTARY 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	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 SILVER FORK ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	27	38	71.1%	72.7%	No
2. Functioning within age expectations	49	70	70.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	24	35	68.6%	70.0%	No
2. Functioning within age expectations	47	70	67.1%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	18	27	66.7%	75.0%	No
2. Functioning within age expectations	51	70	72.9%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
*	*	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 SILVER FORK ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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 SILVER FORK ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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 SILVER FORK ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SILVER VALLEY UNIFIED School District

CDS Code	3673890	FMTA Region	5
District Name	SILVER VALLEY UNIFIED	SELPA	3601 Desert Mountain

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
100.0	85.34	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
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	36.8%	89.0%	No
Math	100%	95%	Yes	42.9%	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?
*	486	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 SILVER VALLEY 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	*	NC		
African American	0	57	NC		
Hispanic	*	130	1.5%		
Multi-Ethnic	0	16	NC		
Pacific Islander	0	*	NC		
White	*	266	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%	248	168	67.7%	>76%	No
B. <40%		42	16.9%	<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 SILVER 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	67	58	86.6%	>40.9%	Yes
B. Separate		*	13.4%	<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	91	150	60.7%	72.7%	No
2. Functioning within age expectations	126	232	54.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	83	158	52.5%	70.0%	No
2. Functioning within age expectations	98	232	42.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	101	144	70.1%	75.0%	No
2. Functioning within age expectations	128	232	55.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
452	456	99.1%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SILVER 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	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
148	134	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 SILVER 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
117	18	77	22	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
52	52	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 SILVER 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	22	*	9.1%	50%	No
B. Higher Ed or Competitively Employed		*	13.6%	65%	No
C. Any Post-Secondary Ed or Employed		*	36.4%	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 SIMI VALLEY UNIFIED School District

CDS Code	5672603	FMTA Region	2
District Name	SIMI VALLEY UNIFIED	SELPA	5600 Ventura County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
66.2	85.61	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
17.4	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	98%	95%	Yes	37.7%	89.0%	No
Math	98%	95%	Yes	40.2%	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?
*	2,546	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 SIMI VALLEY UNIFIED School District

GGGGGG. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	29	NC	2.54%	No
Asian	0	124	NC		
African American	0	41	NC		
Hispanic	*	857	NC		
Multi-Ethnic	0	44	NC		
Pacific Islander	0	*	NC		
White	0	1,446	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%	2,019	885	43.8%	>76%	No
B. <40%		487	24.1%	<9%	No
C. Separate Schools		63	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 SIMI 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	250	43	17.2%	>40.9%	No
B. Separate		94	37.6%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
2,698	2,704	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 SIMI 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	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
489	345	143	99.7%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SIMI 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
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
551	547	99.3%	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 SIMI 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	142	25	17.6%	50%	No
B. Higher Ed or Competitively Employed		34	23.9%	65%	No
C. Any Post-Secondary Ed or Employed		52	36.6%	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 SISKIYOU COUNTY SCHOOLS School District

CDS Code	4710470	FMTA Region	4
District Name	SISKIYOU COUNTY SCHOOLS	SELPA	4700 Siskiyou County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
67.5		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
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	100%	95%	--	--%	89.0%	--
Math	100%	95%	--	--%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	39	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SISKIYOU COUNTY SCHOOLS School District

HHHHHH. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	28	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%	25	21	84.0%	>76%	Yes
B. <40%		*	4.0%	<9%	Yes
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 SISKIYOU 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	11	15	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	11	NC	70.0%	NA
2. Functioning within age expectations	*	15	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	11	15	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
44	44	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 SISKIYOU 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	Not 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
SISKIYOU 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	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 SISKIYOU 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	16	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		13	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 SISKIYOU UNION HIGH School District

CDS Code	4770466	FMTA Region	4
District Name	SISKIYOU UNION HIGH	SELPA	4700 Siskiyou County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
64.3	87.50	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
35.7	<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	70%	95%	--	--%	89.0%	--
Math	100%	95%	--	15.4%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	82	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 SISKIYOU UNION HIGH School District

IIIIII. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	59	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	75	54	72.0%	>76%	No
B. <40%		*	13.3%	<9%	No
C. Separate Schools		*	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 SISKIYOU 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	*	*	NC	72.7%	NA
2. Functioning within age expectations	11	15	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	11	NC	70.0%	NA
2. Functioning within age expectations	*	15	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	11	15	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
81	83	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 SISKIYOU 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	Not 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
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 SISKIYOU 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
*	*	*	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
60	58	96.7%	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 SISKIYOU 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 SNELLING-MERCED FALLS UNION ELEMENTARY School District

CDS Code	2465839	FMTA Region	2
District Name	SNELLING-MERCED FALLS 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	16	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SNELLING-MERCED FALLS UNION ELEMENTARY School District

JJJJJJ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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%	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 SNELLING-MERCED FALLS UNION ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	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	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
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 SNELLING-MERCED FALLS UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SNELLING-MERCED FALLS UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
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 SNELLING-MERCED FALLS UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	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 SNOWLINE JOINT UNIFIED School District

CDS Code	3673957	FMTA Region	5
District Name	SNOWLINE JOINT UNIFIED	SELPA	3601 Desert Mountain

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
82.4	85.54	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
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	98%	95%	Yes	26.6%	89.0%	No
Math	98%	95%	Yes	29.8%	89.1%	No

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	1,183	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 SNOWLINE JOINT UNIFIED School District

KKKKKK. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	*	116	NC		
Hispanic	0	376	NC		
Multi-Ethnic	*	124	NC		
Pacific Islander	0	*	NC		
White	*	548	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%	942	283	30.0%	>76%	No
B. <40%		432	45.9%	<9%	No
C. Separate Schools		38	4.0%	<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 SNOWLINE 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	51	20	39.2%	>40.9%	No
B. Separate		14	27.5%	<34.9%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	91	150	60.7%	72.7%	No
2. Functioning within age expectations	126	232	54.3%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	83	158	52.5%	70.0%	No
2. Functioning within age expectations	98	232	42.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	101	144	70.1%	75.0%	No
2. Functioning within age expectations	128	232	55.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,008	1,014	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 SNOWLINE 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	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
171	60	109	96.8%	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 SNOWLINE 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
117	18	77	22	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
247	246	99.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SNOWLINE 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	40	*	2.5%	50%	No
B. Higher Ed or Competitively Employed		*	2.5%	65%	No
C. Any Post-Secondary Ed or Employed		*	2.5%	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 SOLANA BEACH ELEMENTARY School District

CDS Code	3768387	FMTA Region	5
District Name	SOLANA BEACH 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%	Yes	66.2%	89.2%	No
Math	99%	95%	Yes	65.5%	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	483	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 SOLANA BEACH ELEMENTARY School District

LLLLLL. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	56	NC		
African American	0	*	NC		
Hispanic	0	84	NC		
Multi-Ethnic	0	19	NC		
Pacific Islander	0	*	NC		
White	0	317	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%	310	221	71.3%	>76%	No
B. <40%		19	6.1%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOLANA BEACH ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	66	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	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
480	480	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 SOLANA BEACH ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
140	109	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 SOLANA BEACH ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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 SOLANA BEACH ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SOLANO COUNTY SCHOOLS School District

CDS Code	4810488	FMTA Region	3
District Name	SOLANO COUNTY SCHOOLS	SELPA	4801 Solano County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
58.4	78.05	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
18.7	<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	95%	95%	Yes	56.6%	89.0%	Yes - Alt
Math	94%	95%	No	30.3%	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	92	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 SOLANO COUNTY SCHOOLS School District

MMMMMM. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	55	NC		
Hispanic	0	19	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	15	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	36	*	2.8%	>76%	No
B. <40%		*	8.3%	<9%	Yes
C. Separate Schools		*	2.8%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOLANO COUNTY SCHOOLS School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	0	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	98	126	77.8%	72.7%	Yes
2. Functioning within age expectations	139	205	67.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	97	124	78.2%	70.0%	Yes
2. Functioning within age expectations	140	205	68.3%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	99	123	80.5%	75.0%	Yes
2. Functioning within age expectations	140	205	68.3%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
75	78	96.2%	>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 SOLANO COUNTY SCHOOLS School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	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 SOLANO 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
148	*	125	16	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
74	62	83.8%	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 SOLANO 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	*	*	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 SOLEDAD UNIFIED School District

CDS Code	2775440	FMTA Region	2
District Name	SOLEDAD 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
83.3	79.22	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
8.3	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	27.6%	89.0%	No
Math	99%	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?
*	571	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 SOLEDAD UNIFIED School District

NNNNNN. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	*	527	0.9%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	20	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	443	212	47.9%	>76%	No
B. <40%		105	23.7%	<9%	No
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 SOLEDAD 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	61	50	82.0%	>40.9%	Yes
B. Separate		11	18.0%	<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	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
596	596	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 SOLEDAD 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
124	81	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 SOLEDAD 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
98	98	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 SOLEDAD 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	27	11	40.7%	50%	No
B. Higher Ed or Competitively Employed		17	63.0%	65%	No
C. Any Post-Secondary Ed or Employed		19	70.4%	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 SOLVANG ELEMENTARY School District

CDS Code	4269336	FMTA Region	2
District Name	SOLVANG ELEMENTARY	SELPA	4200 Santa Barbara County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	95%	95%	--	51.8%	89.2%	--
Math	95%	95%	--	57.1%	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	100	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 SOLVANG ELEMENTARY School District

OOOOOO. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	51	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	40	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%	72	48	66.7%	>76%	No
B. <40%		12	16.7%	<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 SOLVANG ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	15	*	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	103	144	71.5%	72.7%	No
2. Functioning within age expectations	206	291	70.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	110	159	69.2%	70.0%	No
2. Functioning within age expectations	186	291	63.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	104	142	73.2%	75.0%	No
2. Functioning within age expectations	213	291	73.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
105	106	99.1%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOLVANG ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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	19	*	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 SOLVANG ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
228	29	194	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOLVANG ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SOMIS UNION ELEMENTARY School District

CDS Code	5672611	FMTA Region	2
District Name	SOMIS UNION 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	100%	95%	--	33.3%	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	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 SOMIS UNION ELEMENTARY School District

PPPPPP. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	36	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	28	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	24	63.2%	>76%	No
B. <40%		*	2.6%	<9%	Yes
C. Separate Schools		*	2.6%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOMIS 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	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
50	50	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 SOMIS 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
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 SOMIS 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
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
*	*	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 SOMIS UNION ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	0	NC	50%	NA
B. Higher Ed or Competitively Employed		0	NC	65%	NA
C. Any Post-Secondary Ed or Employed		0	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SONOMA COUNTY SCHOOLS School District

CDS Code	4910496	FMTA Region	3
District Name	SONOMA COUNTY SCHOOLS	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
62.4	79.22	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
16.1	<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	93%	95%	No	26.7%	89.0%	--
Math	91%	95%	No	11.1%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	179	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 SONOMA COUNTY SCHOOLS School District

QQQQQQ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	23	NC		
Hispanic	0	34	NC		
Multi-Ethnic	0	14	NC		
Pacific Islander	0	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%	114	0	0.0%	>76%	No
B. <40%		*	0.9%	<9%	Yes
C. Separate Schools		112	98.2%	<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 SONOMA 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	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
67	67	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 SONOMA 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	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 SONOMA 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
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
66	61	92.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SONOMA 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	79	*	12.7%	50%	No
B. Higher Ed or Competitively Employed		25	31.6%	65%	No
C. Any Post-Secondary Ed or Employed		38	48.1%	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 SONOMA VALLEY UNIFIED School District

CDS Code	4970953	FMTA Region	3
District Name	SONOMA VALLEY UNIFIED	SELPA	4900 Sonoma County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
71.4	89.68	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
10.7	<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	17.8%	89.0%	No
Math	99%	95%	Yes	19.3%	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?
*	760	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 SONOMA VALLEY UNIFIED School District

RRRRRR. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	*	413	NC		
Multi-Ethnic	0	18	NC		
Pacific Islander	0	*	NC		
White	0	311	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%	622	266	42.8%	>76%	No
B. <40%		140	22.5%	<9%	No
C. Separate Schools		37	5.9%	<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 SONOMA 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	39	38	97.4%	>40.9%	Yes
B. Separate		*	2.6%	<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	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
374	401	93.3%	>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 SONOMA 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	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
108	97	*	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 SONOMA 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
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
145	141	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 SONOMA 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	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 SONORA ELEMENTARY School District

CDS Code	5572371	FMTA Region	2
District Name	SONORA ELEMENTARY	SELPA	5500 Tuolomne County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students 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%	--	32.3%	89.2%	--
Math	96%	95%	--	35.4%	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?
*	105	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 SONORA ELEMENTARY School District

SSSSSS. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	17	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	*	82	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	40	52.6%	>76%	No
B. <40%		29	38.2%	<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 SONORA ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	14	*	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	13	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	13	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	13	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
104	104	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 SONORA ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
26	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 SONORA ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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	*	14	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SONORA ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SONORA UNION HIGH School District

CDS Code	5572389	FMTA Region	2
District Name	SONORA UNION HIGH	SELPA	5500 Tuolomne County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
76.2	91.46	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
19.0	<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	68%	95%	--	15.0%	88.9%	--
Math	98%	95%	--	6.5%	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?
0	174	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 SONORA UNION HIGH School District

TTTTTT. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	26	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	133	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	130	46	35.4%	>76%	No
B. <40%		48	36.9%	<9%	No
C. Separate Schools		*	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 SONORA 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	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	13	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	13	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	13	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
123	124	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 SONORA 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 SONORA 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
23	*	14	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
104	60	57.7%	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 SONORA UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOQUEL ELEMENTARY School District

CDS Code	4469849	FMTA Region	3
District Name	SOQUEL 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	97%	95%	Yes	32.5%	89.2%	No
Math	97%	95%	Yes	29.7%	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	297	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 SOQUEL ELEMENTARY School District

UUUUUU. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	112	NC		
Multi-Ethnic	0	17	NC		
Pacific Islander	0	*	NC		
White	0	156	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	201	136	67.7%	>76%	No
B. <40%		39	19.4%	<9%	No
C. Separate Schools		*	1.5%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOQUEL ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	*	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
261	265	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 SOQUEL ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
53	35	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 SOQUEL ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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 SOQUEL ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SOULSBYVILLE ELEMENTARY School District

CDS Code	5572397	FMTA Region	2
District Name	SOULSBYVILLE ELEMENTARY	SELPA	5500 Tuolomne County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students 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%	--	27.3%	89.2%	--
Math	98%	95%	--	21.7%	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	69	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 SOULSBYVILLE ELEMENTARY School District

VVVVVV. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	13	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	46	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%	51	26	51.0%	>76%	No
B. <40%		16	31.4%	<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 SOULSBYVILLE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	13	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	13	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	13	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
67	68	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 SOULSBYVILLE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
22	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 SOULSBYVILLE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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	*	14	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SOULSBYVILLE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SOUTH BAY UNION ELEMENTARY School District

CDS Code	1263032	FMTA Region	4
District Name	SOUTH BAY 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%	--	28.6%	89.2%	--
Math	100%	95%	--	28.6%	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	111	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 SOUTH BAY UNION ELEMENTARY School District

WWWWWW. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	19	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	76	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	43	66.2%	>76%	No
B. <40%		11	16.9%	<9%	No
C. Separate Schools		*	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 SOUTH BAY 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	13	*	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
95	96	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 SOUTH BAY 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
19	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 SOUTH BAY 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 SOUTH BAY 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 SOUTH BAY UNION ELEMENTARY School District

CDS Code	3768395	FMTA Region	5
District Name	SOUTH BAY UNION ELEMENTARY	SELPA	3704 South Bay Service

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students 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	29.8%	89.2%	No
Math	100%	95%	Yes	38.4%	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	1,085	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOUTH BAY UNION ELEMENTARY School District

XXXXXX. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	28	NC		
African American	0	44	NC		
Hispanic	0	876	NC		
Multi-Ethnic	0	19	NC		
Pacific Islander	0	*	NC		
White	0	106	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%	703	442	62.9%	>76%	No
B. <40%		190	27.0%	<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 SOUTH BAY 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	182	103	56.6%	>40.9%	Yes
B. Separate		67	36.8%	<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	95	182	52.2%	72.7%	No
2. Functioning within age expectations	147	287	51.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	87	179	48.6%	70.0%	No
2. Functioning within age expectations	147	287	51.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	96	159	60.4%	75.0%	No
2. Functioning within age expectations	166	287	57.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
1,108	1,108	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 SOUTH BAY 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
229	85	143	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 SOUTH BAY 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
218	24	164	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
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 SOUTH BAY 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 SOUTH FORK UNION School District

CDS Code	1563784	FMTA Region	2
District Name	SOUTH FORK UNION	SELPA	1501 Kern County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	28.6%	89.2%	--
Math	100%	95%	--	21.4%	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	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 SOUTH FORK UNION School District

YYYYYY. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	26	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	26	21	80.8%	>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 SOUTH FORK UNION School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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
32	33	97.0%	>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 SOUTH FORK UNION School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	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 SOUTH FORK UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
335	28	277	27	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SOUTH FORK UNION School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOUTH MONTEREY JOINT UNION HIGH School District

CDS Code	2766068	FMTA Region	2
District Name	SOUTH MONTEREY JOINT UNION HIGH	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
75.4	79.79	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
13.1	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	95%	95%	--	14.6%	88.9%	--
Math	99%	95%	--	10.0%	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?
*	262	1.9%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOUTH MONTEREY JOINT UNION HIGH School District

ZZZZZZ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	*	234	2.1%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	20	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	181	91	50.3%	>76%	No
B. <40%		31	17.1%	<9%	No
C. Separate Schools		*	3.3%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOUTH MONTEREY 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	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
194	196	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 SOUTH MONTEREY JOINT UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	Not Dis	NA	NA	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 SOUTH MONTEREY 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
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
147	146	99.3%	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 SOUTH MONTEREY 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	48	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 SOUTH PASADENA UNIFIED School District

CDS Code	1965029	FMTA Region	1
District Name	SOUTH PASADENA UNIFIED	SELPA	1908 West San Gabriel Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
83.3	95.74	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
10.0	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	59.5%	89.0%	Yes - Alt
Math	97%	95%	Yes	53.1%	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	466	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 SOUTH PASADENA UNIFIED School District

AAAAAAA. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	57	NC		
African American	0	23	NC		
Hispanic	0	174	NC		
Multi-Ethnic	0	21	NC		
Pacific Islander	0	*	NC		
White	0	190	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%	352	202	57.4%	>76%	No
B. <40%		52	14.8%	<9%	No
C. Separate Schools		13	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 SOUTH 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	35	21	60.0%	>40.9%	Yes
B. Separate		*	25.7%	<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	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
433	433	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 SOUTH 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	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	67	*	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 SOUTH 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
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
80	48	60.0%	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 SOUTH 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	35	22	62.9%	50%	Yes
B. Higher Ed or Competitively Employed		24	68.6%	65%	Yes
C. Any Post-Secondary Ed or Employed		33	94.3%	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 SOUTH SAN FRANCISCO UNIFIED School District

CDS Code	4169070	FMTA Region	3
District Name	SOUTH SAN FRANCISCO UNIFIED	SELPA	4100 San Mateo County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
69.7	94.27	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
10.6	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	97%	95%	Yes	36.0%	89.0%	No
Math	99%	95%	Yes	38.5%	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	1,383	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 SOUTH SAN FRANCISCO UNIFIED School District

BBBBBBB. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	310	NC		
African American	0	83	NC		
Hispanic	0	696	NC		
Multi-Ethnic	0	45	NC		
Pacific Islander	0	42	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%	1,043	459	44.0%	>76%	No
B. <40%		352	33.7%	<9%	No
C. Separate Schools		37	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 SOUTH SAN FRANCISCO 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	103	76.3%	>40.9%	Yes
B. Separate		20	14.8%	<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	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
1,321	1,332	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 SOUTH SAN FRANCISCO UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Dispro	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
209	148	61	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 SOUTH SAN FRANCISCO 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
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
276	256	92.8%	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 SOUTH SAN FRANCISCO 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	73	17	23.3%	50%	No
B. Higher Ed or Competitively Employed		32	43.8%	65%	No
C. Any Post-Secondary Ed or Employed		43	58.9%	69%	No

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOUTH WHITTIER ELEMENTARY School District

CDS Code	1965037	FMTA Region	1
District Name	SOUTH WHITTIER ELEMENTARY	SELPA	1918 Whittier Area Co-op

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	31.3%	89.2%	No
Math	100%	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?
*	505	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 SOUTH WHITTIER ELEMENTARY School District

CCCCCCC. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	*	455	0.4%		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	35	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	337	192	57.0%	>76%	No
B. <40%		89	26.4%	<9%	No
C. Separate Schools		13	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 SOUTH WHITTIER ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	58	26	44.8%	>40.9%	Yes
B. Separate		23	39.7%	<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	50	73	68.5%	72.7%	No
2. Functioning within age expectations	89	130	68.5%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	44	70	62.9%	70.0%	No
2. Functioning within age expectations	85	130	65.4%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	52	69	75.4%	75.0%	Yes
2. Functioning within age expectations	90	130	69.2%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
478	481	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 SOUTH WHITTIER ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
108	88	18	97.8%	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 SOUTH WHITTIER ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
170	17	142	*	99.3%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOUTH WHITTIER ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SOUTHERN HUMBOLDT JOINT UNIFIED School District

CDS Code	1263040	FMTA Region	4
District Name	SOUTHERN HUMBOLDT JOINT UNIFIED	SELPA	1200 Humboldt-Del Norte

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
54.6	87.04	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
18.2	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	92%	95%	--	45.2%	89.0%	--
Math	98%	95%	--	36.4%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	117	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
SOUTHERN HUMBOLDT JOINT UNIFIED School District

DDDDDDD. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	*	NC		
White	0	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%	76	52	68.4%	>76%	No
B. <40%		*	10.5%	<9%	No
C. Separate Schools		*	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 SOUTHERN HUMBOLDT JOINT UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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
115	115	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 SOUTHERN HUMBOLDT 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	Not 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	19	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 SOUTHERN HUMBOLDT 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
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
22	20	90.9%	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 SOUTHERN HUMBOLDT 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 SOUTHERN KERN UNIFIED School District

CDS Code	1563776	FMTA Region	2
District Name	SOUTHERN KERN UNIFIED	SELPA	1501 Kern County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
52.6	74.47	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
15.8	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	96%	95%	Yes	27.3%	89.0%	--
Math	95%	95%	Yes	30.6%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	560	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 SOUTHERN KERN UNIFIED School District

EEEEEEE. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	98	NC		
Hispanic	*	235	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	217	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%	392	175	44.6%	>76%	No
B. <40%		100	25.5%	<9%	No
C. Separate Schools		*	0.5%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOUTHERN KERN UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	44	31	70.5%	>40.9%	Yes
B. Separate		*	22.7%	<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	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
516	522	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 SOUTHERN KERN 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
71	53	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 SOUTHERN KERN UNIFIED School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
335	28	277	27	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
115	100	87.0%	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 SOUTHERN KERN 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	*	15.4%	50%	No
B. Higher Ed or Competitively Employed		*	15.4%	65%	No
C. Any Post-Secondary Ed or Employed		*	19.2%	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 SOUTHERN TRINITY JOINT UNIFIED School District

CDS Code	5373833	FMTA Region	4
District Name	SOUTHERN TRINITY JOINT UNIFIED	SELPA	5300 Trinity County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
100.0	83.33	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%	--	--%	89.0%	--
Math	100%	95%	--	--%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	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 SOUTHERN TRINITY JOINT UNIFIED School District

FFFFFFF. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	14	*	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 SOUTHERN TRINITY 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	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	*	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	0	*	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
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 SOUTHERN TRINITY 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 SOUTHERN TRINITY 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
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SOUTHERN TRINITY 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 SOUTHSIDE ELEMENTARY School District

CDS Code	3567553	FMTA Region	2
District Name	SOUTHSIDE 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%	--	69.2%	89.2%	--
Math	100%	95%	--	69.2%	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	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 SOUTHSIDE ELEMENTARY School District

GGGGGGG. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	13	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%	20	18	90.0%	>76%	Yes
B. <40%		*	10.0%	<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 SOUTHSIDE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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	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
33	33	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 SOUTHSIDE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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 SOUTHSIDE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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 SOUTHSIDE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SPENCER VALLEY ELEMENTARY School District

CDS Code	3768403	FMTA Region	5
District Name	SPENCER VALLEY ELEMENTARY	SELPA	3703 North Inland

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	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	404	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 SPENCER VALLEY ELEMENTARY School District

HHHHHHH. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	45	NC		
Hispanic	0	55	NC		
Multi-Ethnic	0	58	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%	277	263	94.9%	>76%	Yes
B. <40%		*	1.8%	<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 SPENCER 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		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	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
449	449	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 SPENCER 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	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
17	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 SPENCER 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
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
76	70	92.1%	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 SPENCER 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	*	*	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 SPRECKELS UNION ELEMENTARY School District

CDS Code	2766225	FMTA Region	2
District Name	SPRECKELS UNION ELEMENTARY	SELPA	2700 Monterey County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	98%	95%	--	19.0%	89.2%	--
Math	100%	95%	--	27.9%	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	69	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 SPRECKELS UNION ELEMENTARY School District

IIIIIII. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	15	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	*	NC		
White	0	46	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	27	51.9%	>76%	No
B. <40%		*	9.6%	<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 SPRECKELS 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	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
41	41	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SPRECKELS UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	0	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SPRECKELS UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
99	*	88	*	92.6%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SPRECKELS 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 SPRINGVILLE UNION ELEMENTARY School District

CDS Code	5472132	FMTA Region	2
District Name	SPRINGVILLE 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	80%	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	19	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 SPRINGVILLE UNION ELEMENTARY School District

JJJJJJJ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	16	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	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 SPRINGVILLE 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
23	23	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SPRINGVILLE 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 SPRINGVILLE 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 SPRINGVILLE 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 ST HOPE PS 7 School District

CDS Code	0101048	FMTA Region	4
District Name	ST HOPE PS 7	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	98%	95%	--	33.3%	89.2%	--
Math	100%	95%	--	45.0%	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	47	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 ST HOPE PS 7 School District

KKKKKKK. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	35	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%	47	47	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 ST HOPE PS 7 School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	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
69	69	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ST HOPE PS 7 School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	Not Dis	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
15	12	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ST HOPE PS 7 School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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 ST HOPE PS 7 School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

CDS Code	0102038	FMTA Region	4
District Name	ST HOPE SACRAMENTO CHARTER HIGH SCHOOL	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
80.0	92.13	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
8.0	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	74%	95%	--	11.8%	88.9%	--
Math	100%	95%	--	8.7%	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?
*	107	1.9%	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

LLLLLLL. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	*	80	NC		
Hispanic	0	18	NC		
Multi-Ethnic	*	*	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%	83	76	91.6%	>76%	Yes
B. <40%		*	1.2%	<9%	Yes
C. Separate Schools		0	0.0%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>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
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 ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	Not Dis	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	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
61	59	96.7%	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 ST HOPE SACRAMENTO CHARTER HIGH SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	22	*	40.9%	50%	No
B. Higher Ed or Competitively Employed		*	45.5%	65%	No
C. Any Post-Secondary Ed or Employed		*	45.5%	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 ST. HELENA UNIFIED School District

CDS Code	2866290	FMTA Region	3
District Name	ST. HELENA UNIFIED	SELPA	2800 Napa County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
62.5	95.42	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.0	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	--	27.7%	89.0%	--
Math	100%	95%	--	27.3%	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	128	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 ST. HELENA UNIFIED School District

MMMMMMM. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	74	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	48	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	88	42	47.7%	>76%	No
B. <40%		13	14.8%	<9%	No
C. Separate Schools		*	4.5%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for ST. HELENA 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		*	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
116	116	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 ST. HELENA 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
20	*	*	80.0%	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 ST. HELENA 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
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
22	20	90.9%	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 ST. HELENA 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 STANDARD ELEMENTARY School District

CDS Code	1563792	FMTA Region	2
District Name	STANDARD 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	26.5%	89.2%	No
Math	99%	95%	Yes	20.6%	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?
*	428	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 STANDARD ELEMENTARY School District

NNNNNNN. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	74	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	*	339	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	262	105	40.1%	>76%	No
B. <40%		81	30.9%	<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 STANDARD ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	57	21	36.8%	>40.9%	No
B. Separate		27	47.4%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	136	238	57.1%	72.7%	No
2. Functioning within age expectations	246	410	60.0%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	141	259	54.4%	70.0%	No
2. Functioning within age expectations	225	410	54.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	136	205	66.3%	75.0%	No
2. Functioning within age expectations	268	410	65.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
410	415	98.8%	>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 STANDARD ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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	62	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 STANDARD ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
335	28	277	27	98.9%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STANDARD ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 STANFORD NEW SCHOOL School District

CDS Code	0109561	FMTA Region	3
District Name	STANFORD NEW SCHOOL	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	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	25	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STANFORD NEW SCHOOL School District

OOOOOOO. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	16	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	19	90.5%	>76%	Yes
B. <40%		*	4.8%	<9%	Yes
C. Separate Schools		*	4.8%	<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 STANFORD NEW SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
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 STANFORD NEW SCHOOL School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	NA	NA	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA	NA	NA
Intellectual Disability	NA	NA	NA	NA	NA	NA	NA
Other Health Impairments	NA	NA	NA	NA	NA	NA	NA
Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA
Speech/Language Impairment	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STANFORD NEW SCHOOL School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
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 STANFORD NEW SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STANISLAUS COUNTY SCHOOLS School District

CDS Code	5010504	FMTA Region	2
District Name	STANISLAUS COUNTY SCHOOLS	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
61.4	78.57	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
16.2	<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	100%	95%	--	--%	89.0%	--
Math	100%	95%	--	--%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	25	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STANISLAUS COUNTY SCHOOLS School District

PPPPPPP. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	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	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 STANISLAUS 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	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
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 STANISLAUS 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
*	*	*	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
STANISLAUS 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
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
17	15	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 STANISLAUS 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	49	0	NC	50%	No
B. Higher Ed or Competitively Employed		0	NC	65%	No
C. Any Post-Secondary Ed or Employed		*	10.2%	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 STANISLAUS UNION ELEMENTARY School District

CDS Code	5071282	FMTA Region	2
District Name	STANISLAUS UNION ELEMENTARY	SELPA	5001 Stanislaus County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	32.8%	89.2%	No
Math	99%	95%	Yes	34.1%	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?
*	513	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 STANISLAUS UNION ELEMENTARY School District

QQQQQQQ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	36	NC		
African American	0	50	NC		
Hispanic	*	245	0.8%		
Multi-Ethnic	0	14	NC		
Pacific Islander	0	*	NC		
White	*	164	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	360	201	55.8%	>76%	No
B. <40%		126	35.0%	<9%	No
C. Separate Schools		11	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 STANISLAUS 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	61	38	62.3%	>40.9%	Yes
B. Separate		*	14.8%	<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	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
534	535	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 STANISLAUS 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
136	110	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 STANISLAUS UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
155	24	113	18	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STANISLAUS 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 STATE BOARD OF EDUCATION CHARTER School District

CDS Code	1575630	FMTA Region	2
District Name	STATE BOARD OF EDUCATION CHARTER	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	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	40	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 STATE BOARD OF EDUCATION CHARTER School District

RRRRRRR. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	26	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	30	29	96.7%	>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 STATE BOARD OF EDUCATION 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	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
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 STATE BOARD OF EDUCATION 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
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 STATE BOARD OF EDUCATION 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
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 STATE BOARD OF EDUCATION 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 STATE BOARD OF EDUCATION CHARTER School District

CDS Code	1975671	FMTA Region	1
District Name	STATE BOARD OF EDUCATION CHARTER	SELPA	1907 Southwest Serv Area

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

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	66	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION CHARTER School District

SSSSSSS. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	*	NC		
African American	0	*	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	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%	40	32	80.0%	>76%	Yes
B. <40%		0	0.0%	<9%	Yes
C. Separate Schools		*	5.0%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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	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
47	47	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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
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 STATE BOARD OF EDUCATION 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
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
15	12	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STATE BOARD OF EDUCATION 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 STOCKTON CITY UNIFIED School District

CDS Code	3968676	FMTA Region	2
District Name	STOCKTON CITY UNIFIED	SELPA	3912 Stockton 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
59.7	71.03	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
23.7	<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	98%	95%	Yes	24.5%	89.0%	No
Math	98%	95%	Yes	24.9%	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?
71	4,386	1.6%	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 STOCKTON CITY UNIFIED School District

TTTTTTT. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	*	81	3.7%	2.54%	Yes
Asian	*	404	1.0%		
African American	30	795	3.8%		
Hispanic	28	2,412	1.2%		
Multi-Ethnic	*	76	NC		
Pacific Islander	*	11	NC		
White	*	607	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%	3,127	1,472	47.1%	>76%	No
B. <40%		1,022	32.7%	<9%	No
C. Separate Schools		202	6.5%	<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 STOCKTON 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	447	166	37.1%	>40.9%	No
B. Separate		175	39.1%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	50	86	58.1%	72.7%	No
2. Functioning within age expectations	54	113	47.8%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	49	88	55.7%	70.0%	No
2. Functioning within age expectations	46	113	40.7%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	42	77	54.5%	75.0%	No
2. Functioning within age expectations	61	113	54.0%	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
4,601	4,625	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 STOCKTON CITY UNIFIED School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
740	530	208	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 STOCKTON 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
167	*	128	28	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
778	472	60.7%	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 STOCKTON 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	12	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		12	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

CDS Code	0120725	FMTA Region	4
District Name	STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL	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%	--	38.5%	89.2%	--
Math	100%	95%	--	42.3%	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?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

0	29	NC	2.54%	No

UUUUUUU. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	13	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%	22	19	86.4%	>76%	Yes
B. <40%		*	13.6%	<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 STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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	Total Responses	Percent Positive	Target This Year	Target Met

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

Responses		Involvement		
30	30	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
26	19	*	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
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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
STOCKTON COLLEGIATE INTERNATIONAL ELEMENTARY SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	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 STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL School District

CDS Code	0120733	FMTA Region	4
District Name	STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL	SELPA	0951 El Dorado Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
100.0	90.00	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	100%	95%	--	25.0%	89.2%	--
Math	100%	95%	--	8.3%	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?

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL School District

0	14	NC	2.54%	No

VVVVVVV. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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%	13	*	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 STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement	Total Responses	Percent Positive	Target This Year	Target Met

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL School District

Responses		Involvement		
15	15	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	NA

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	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.

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for
STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL School District

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
*	*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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
STOCKTON COLLEGIATE INTERNATIONAL SECONDARY SCHOOL School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STONE CORRAL ELEMENTARY School District

CDS Code	5472140	FMTA Region	2
District Name	STONE CORRAL 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	16	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STONE CORRAL ELEMENTARY School District

WWWWWWWW. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	11	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NA	>76%	NA
B. <40%		*	NA	<9%	NA
C. Separate Schools		*	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 STONE CORRAL ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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
*	*	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 STONE CORRAL ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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 STONE CORRAL ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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 STONE CORRAL ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 STONY CREEK JOINT UNIFIED School District

CDS Code	1162653	FMTA Region	3
District Name	STONY CREEK 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
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%	--	--%	89.0%	--
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?
*	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 STONY CREEK JOINT UNIFIED School District

XXXXXXX. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	*	*	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 STONY CREEK 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
*	*	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 STONY CREEK 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
*	*	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 STONY CREEK 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 STONY CREEK 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 STRATHMORE UNION ELEMENTARY School District

CDS Code	5472157	FMTA Region	2
District Name	STRATHMORE 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	75%	95%	--	35.7%	89.2%	--
Math	100%	95%	--	36.8%	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	55	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 STRATHMORE UNION ELEMENTARY School District

YYYYYYY. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	43	NC		
Multi-Ethnic	0	0	NC		
Pacific Islander	0	0	NC		
White	0	12	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	43	36	83.7%	>76%	Yes
B. <40%		*	9.3%	<9%	No
C. Separate Schools		*	7.0%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for STRATHMORE 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
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 STRATHMORE 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
16	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 STRATHMORE 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 STRATHMORE 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 SULPHUR SPRINGS UNION School District

CDS Code	1965045	FMTA Region	1
District Name	SULPHUR SPRINGS UNION	SELPA	1906 Santa Clarita Valley

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

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	43.9%	89.2%	No
Math	100%	95%	Yes	51.0%	89.5%	Yes - Alt

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	829	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SULPHUR SPRINGS UNION School District

ZZZZZZZ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	53	NC		
Hispanic	0	411	NC		
Multi-Ethnic	0	41	NC		
Pacific Islander	0	*	NC		
White	0	271	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%	508	321	63.2%	>76%	No
B. <40%		143	28.1%	<9%	No
C. Separate Schools		*	0.6%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SULPHUR SPRINGS UNION School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	165	15	9.1%	>40.9%	No
B. Separate		127	77.0%	<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	103	74.8%	72.7%	Yes
2. Functioning within age expectations	156	212	73.6%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	76	106	71.7%	70.0%	Yes
2. Functioning within age expectations	151	212	71.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	87	110	79.1%	75.0%	Yes
2. Functioning within age expectations	150	212	70.8%	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
878	880	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 SULPHUR SPRINGS UNION School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	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
228	167	61	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 SULPHUR SPRINGS UNION School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
161	24	132	*	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 SULPHUR SPRINGS UNION School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUMMERVILLE ELEMENTARY School District

CDS Code	5572405	FMTA Region	2
District Name	SUMMERVILLE ELEMENTARY	SELPA	5500 Tuolomne County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students 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 - Alt	23.1%	89.2%	--
Math	100%	95%	Yes - Alt	36.4%	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	84	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUMMERVILLE ELEMENTARY School District

AAAAAAAA. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	11	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%	67	35	52.2%	>76%	No
B. <40%		11	16.4%	<9%	No
C. Separate Schools		*	1.5%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUMMERVILLE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>40.9%	NA
B. Separate		*	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	13	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	13	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	13	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
92	92	100.0%	>90%	Yes

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUMMERVILLE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
30	12	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 SUMMERVILLE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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	*	14	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SUMMERVILLE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SUMMERVILLE UNION HIGH School District

CDS Code	5572413	FMTA Region	2
District Name	SUMMERVILLE UNION HIGH	SELPA	5500 Tuolomne County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
77.8	91.67	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
11.1	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	NC%	95%	--	--%	89.0%	--
Math	NC%	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	93	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 SUMMERVILLE UNION HIGH School District

BBBBBBBB. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	*	NC		
White	0	70	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	74	44	59.5%	>76%	No
B. <40%		*	6.8%	<9%	Yes
C. Separate Schools		*	4.1%	<3.8%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUMMERVILLE 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	*	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	*	*	NC	72.7%	NA
2. Functioning within age expectations	*	13	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	70.0%	NA
2. Functioning within age expectations	*	13	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	*	*	NC	75.0%	NA
2. Functioning within age expectations	*	13	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
84	84	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 SUMMERVILLE 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	Not 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	*	*	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 SUMMERVILLE 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
23	*	14	*	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
49	34	69.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUMMERVILLE UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUMMIT PREPARATORY CHARTER HIGH School District

CDS Code	0112722	FMTA Region	3
District Name	SUMMIT PREPARATORY CHARTER HIGH	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
100.0	92.08	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.0	<22.1%	Yes

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	100%	95%	--	76.5%	88.9%	--
Math	100%	95%	--	88.2%	88.7%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	42	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 SUMMIT PREPARATORY CHARTER HIGH School District

CCCCCCCC. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	15	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	22	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	48	37	77.1%	>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 SUMMIT PREPARATORY CHARTER HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	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
50	50	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 SUMMIT PREPARATORY CHARTER HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	NA	NA	NA	Not 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 SUMMIT PREPARATORY CHARTER HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
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
25	24	96.0%	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 SUMMIT PREPARATORY CHARTER HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	NA	NA	NC	50%	NA
B. Higher Ed or Competitively Employed		NA	NC	65%	NA
C. Any Post-Secondary Ed or Employed		NA	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: RAINIER (1276) School District

CDS Code	0123745	FMTA Region	4
District Name	SUMMIT PUBLIC SCHOOL: RAINIER (1276)	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%	--	--%	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	*	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 SUMMIT PUBLIC SCHOOL: RAINIER (1276) School District

DDDDDDDD. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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 SUMMIT PUBLIC SCHOOL: RAINIER (1276) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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
*	*	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 SUMMIT PUBLIC SCHOOL: RAINIER (1276) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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 SUMMIT PUBLIC SCHOOL: RAINIER (1276) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: RAINIER (1276) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SUMMIT PUBLIC SCHOOL: TAHOMA (1282) School District

CDS Code	0123794	FMTA Region	4
District Name	SUMMIT PUBLIC SCHOOL: TAHOMA (1282)	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%	--	--%	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	*	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 SUMMIT PUBLIC SCHOOL: TAHOMA (1282) School District

EEEEEEEE. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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%		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 SUMMIT PUBLIC SCHOOL: TAHOMA (1282) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 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
*	*	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 SUMMIT PUBLIC SCHOOL: TAHOMA (1282) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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 SUMMIT PUBLIC SCHOOL: TAHOMA (1282) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
*	*	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUMMIT PUBLIC SCHOOL: TAHOMA (1282) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SUNDALE UNION ELEMENTARY School District

CDS Code	5472173	FMTA Region	2
District Name	SUNDALE 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%	--	38.5%	89.2%	--
Math	100%	95%	--	69.2%	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	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 SUNDALE UNION ELEMENTARY School District

FFFFFFFF. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	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%	14	13	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 SUNDALE 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
26	26	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 SUNDALE 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	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
SUNDALE 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 SUNDALE 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 SUNNYSIDE UNION ELEMENTARY School District

CDS Code	5472181	FMTA Region	2
District Name	SUNNYSIDE 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	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 SUNNYSIDE UNION ELEMENTARY School District

GGGGGGGG. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	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 SUNNYSIDE 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	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 SUNNYSIDE 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 SUNNYSIDE 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 SUNNYSIDE 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 SUNNYVALE School District

CDS Code	4369690	FMTA Region	4
District Name	SUNNYVALE	SELPA	4302 Santa Clara Area I-IV, VII

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	37.9%	89.2%	No
Math	98%	95%	Yes	35.8%	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	772	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 SUNNYVALE School District

HHHHHHHH. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	156	NC		
African American	0	33	NC		
Hispanic	0	397	NC		
Multi-Ethnic	0	32	NC		
Pacific Islander	0	11	NC		
White	0	143	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%	506	279	55.1%	>76%	No
B. <40%		175	34.6%	<9%	No
C. Separate Schools		*	0.2%	<3.8%	Yes

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUNNYVALE School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	148	*	3.4%	>40.9%	No
B. Separate		143	96.6%	<34.9%	No

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	40	61	65.6%	72.7%	No
2. Functioning within age expectations	81	114	71.1%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	45	58	77.6%	70.0%	Yes
2. Functioning within age expectations	82	114	71.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	39	50	78.0%	75.0%	Yes
2. Functioning within age expectations	89	114	78.1%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
721	721	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 SUNNYVALE School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
211	187	21	98.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUNNYVALE School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
64	12	49	*	98.0%	100%	No

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SUNNYVALE School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SUNOL GLEN UNIFIED School District

CDS Code	0175119	FMTA Region	3
District Name	SUNOL GLEN 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
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%	--	50.0%	89.0%	--
Math	94%	95%	--	85.7%	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	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 SUNOL GLEN UNIFIED School District

IIIIIIII. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	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%	17	14	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 SUNOL GLEN 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	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
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 SUNOL GLEN 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
*	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 SUNOL GLEN 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
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 SUNOL GLEN 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 SUNRISE MIDDLE SCHOOL (1290) School District

CDS Code	0124065	FMTA Region	4
District Name	SUNRISE MIDDLE SCHOOL (1290)	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%	--	16.7%	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	16	NC	2.54%	No

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUNRISE MIDDLE SCHOOL (1290) School District

JJJJJJJJ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	0	NC	2.54%	No
Asian	0	0	NC		
African American	0	*	NC		
Hispanic	0	14	NC		
Multi-Ethnic	0	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	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 SUNRISE MIDDLE SCHOOL (1290) School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	NA	NA	NC	72.7%	NA
2. Functioning within age expectations	NA	NA	NC	82.1%	NA
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	70.0%	NA
2. Functioning within age expectations	NA	NA	NC	82.5%	NA
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	NA	NA	NC	75.0%	NA
2. Functioning within age expectations	NA	NA	NC	79.0%	NA

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
17	17	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SUNRISE MIDDLE SCHOOL (1290) School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-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
SUNRISE MIDDLE SCHOOL (1290) School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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 SUNRISE MIDDLE SCHOOL (1290) School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SURPRISE VALLEY JOINT UNIFIED School District

CDS Code	2565896	FMTA Region	4
District Name	SURPRISE VALLEY JOINT UNIFIED	SELPA	2500 Modoc County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
0.0	75.00	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	100%	95%	--	--%	89.0%	--
Math	100%	95%	--	--%	89.1%	--

Data Source: AYP Data http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp
A "—" in the Target column indicates there were insufficient students to determine whether the Target was met.
A district may fall short of the statewide Target Rate but still be marked as "Met" due to Safe Harbor.
http://www.cde.ca.gov/ta/ac/ay/altmethod13.asp

Indicator 4–Suspension and Expulsion: Percent of all students ages three through twenty-two receiving special education that are suspended or expelled for greater than ten days in the school year.

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
0	*	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 SURPRISE VALLEY JOINT UNIFIED School District

KKKKKKKK. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	0	*	NC	2.54%	No
Asian	0	0	NC		
African American	0	0	NC		
Hispanic	0	*	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	*	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	*	*	NA	>76%	NA
B. <40%		0	NA	<9%	NA
C. Separate Schools		0	NA	<3.8%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.
NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SURPRISE VALLEY JOINT UNIFIED School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	*	*	NC	>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	*	*	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
*	*	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 SURPRISE 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	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 SURPRISE 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
*	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
*	*	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 SURPRISE 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	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 SUSANVILLE ELEMENTARY School District

CDS Code	1864196	FMTA Region	4
District Name	SUSANVILLE 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	99%	95%	--	17.3%	89.2%	--
Math	99%	95%	--	15.4%	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?
*	146	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 SUSANVILLE ELEMENTARY School District

LLLLLLLL. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	14	NC	2.54%	No
Asian	0	0	NC		
African American	*	*	NC		
Hispanic	0	27	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	90	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%	94	57	60.6%	>76%	No
B. <40%		14	14.9%	<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 SUSANVILLE ELEMENTARY School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	39	23	59.0%	>40.9%	Yes
B. Separate		13	33.3%	<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	*	*	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
156	156	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 SUSANVILLE ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	NA	NA	Not Dis	NA	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
44	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 SUSANVILLE ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children 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 SUSANVILLE ELEMENTARY School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some 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 SUTTER COUNTY SCHOOLS School District

CDS Code	5110512	FMTA Region	4
District Name	SUTTER COUNTY SCHOOLS	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
74.6	78.87	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
9.4	<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	84%	95%	--	--%	89.0%	--
Math	67%	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	*	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 SUTTER COUNTY SCHOOLS School District

MMMMMMMM. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	*	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 SUTTER 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	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
*	*	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 SUTTER 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
SUTTER 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
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
*	*	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 SUTTER 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	20	*	15.0%	50%	No
B. Higher Ed or Competitively Employed		*	15.0%	65%	No
C. Any Post-Secondary Ed or Employed		*	30.0%	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 SUTTER UNION HIGH School District

CDS Code	5171449	FMTA Region	4
District Name	SUTTER UNION HIGH	SELPA	5100 Sutter County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
99.2	91.91	Yes

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
0.8	<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	86%	95%	--	8.3%	88.9%	--
Math	93%	95%	--	7.7%	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	69	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 SUTTER UNION HIGH School District

NNNNNNNN. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	14	NC		
Multi-Ethnic	0	*	NC		
Pacific Islander	0	0	NC		
White	0	51	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	58	29	50.0%	>76%	No
B. <40%		*	10.3%	<9%	No
C. Separate Schools		*	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 SUTTER UNION HIGH School District

Indicator 6 - Preschool Least Restrictive Environment: The percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving a majority of special education and related services in the regular program
B. Separate special education class, separate school or residential facility

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	NA	NA	NC	>40.9%	NA
B. Separate		NA	NC	<34.9%	NA

Data Source: December 2012 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
A. Positive social-emotional skills (including personal relationships)
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	14	32	43.8%	72.7%	No
2. Functioning within age expectations	33	57	57.9%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	19	34	55.9%	70.0%	No
2. Functioning within age expectations	33	57	57.9%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	16	27	59.3%	75.0%	No
2. Functioning within age expectations	35	57	61.4%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
62	62	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 SUTTER 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	Not 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 SUTTER UNION HIGH School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
55	11	33	11	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
47	33	70.2%	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 SUTTER UNION HIGH School District

Indicator 14 - Post-school: Percent of youth who had an IEP, are no longer in secondary school, and who have been:

A. enrolled in higher education,
B. enrolled in higher education or competitively employed,
C. enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment

Measure	Leavers	Number of Leavers in the Category	Percent of Leavers in the Category	Target This Year	Target Met
A. Higher Education	*	*	NC	50%	NA
B. Higher Ed or Competitively Employed		*	NC	65%	NA
C. Any Post-Secondary Ed or Employed		*	NC	69%	NA

Data Source: June 2013 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SWEETWATER UNION HIGH School District

CDS Code	3768411	FMTA Region	5
District Name	SWEETWATER UNION HIGH	SELPA	3704 South Bay Service

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
62.9	82.61	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
9.3	<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	29.7%	89.0%	No
Math	98%	95%	Yes	29.4%	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?
*	5,352	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 SWEETWATER UNION HIGH School District

OOOOOOOO. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	225	NC		
African American	0	301	NC		
Hispanic	*	4,056	NC		
Multi-Ethnic	0	219	NC		
Pacific Islander	0	27	NC		
White	0	505	NC		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	4,923	2,467	50.1%	>76%	No
B. <40%		1,462	29.7%	<9%	No
C. Separate Schools		155	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 SWEETWATER 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	95	182	52.2%	72.7%	No
2. Functioning within age expectations	147	287	51.2%	82.1%	No
Outcome B	Improved	Total	Percent	Target	--
1. Substantially Increased	87	179	48.6%	70.0%	No
2. Functioning within age expectations	147	287	51.2%	82.5%	No
Outcome C	Improved	Total	Percent	Target	--
1. Substantially Increased	96	159	60.4%	75.0%	No
2. Functioning within age expectations	166	287	57.8%	79.0%	No

Data Source: Napa County Office of Education (via a DRDP contract – compilation of CASEMIS Data)

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
5,284	5,284	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 SWEETWATER UNION HIGH School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	Not Dis	Not Dis	Not Dis	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
118	62	53	95.4%	100%	No

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SWEETWATER 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
218	24	164	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
2385	2340	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 SWEETWATER 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	572	128	22.4%	50%	No
B. Higher Ed or Competitively Employed		168	29.4%	65%	No
C. Any Post-Secondary Ed or Employed		245	42.8%	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 SYLVAN UNION ELEMENTARY School District

CDS Code	5071290	FMTA Region	2
District Name	SYLVAN UNION ELEMENTARY	SELPA	5001 Stanislaus County

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
NC	NA	NA

Data Source: AYP Graduation Rate http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students
A district may fall short of the Target but still be marked as "Met". http://www.cde.ca.gov/ta/ac/ay/glossary12k.asp#gk35

Indicator 2 – Dropout Four Year Rate: Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.

Percent Dropped Out	Target	Target Met
NC	<22.1%	NA

Data Source: AYP Data http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

Area	Percent Participated	Target	Target Met	Percent Proficient or Advanced	Target	Target Met
English Language Arts	99%	95%	Yes	35.0%	89.2%	No
Math	99%	95%	Yes	39.6%	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?
*	1,583	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 SYLVAN UNION ELEMENTARY School District

PPPPPPPP. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total 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	62	NC		
African American	*	88	NC		
Hispanic	0	651	NC		
Multi-Ethnic	0	55	NC		
Pacific Islander	0	*	NC		
White	*	713	0.3%		

Data Source: June 2012 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.
NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Inside of the regular class 80% or more of the day
B. Inside regular class less than 40% of the day
C. In separate schools, residential facilities, or homebound/hospital placements.

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	1,144	753	65.8%	>76%	No
B. <40%		264	23.1%	<9%	No
C. Separate Schools		31	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 SYLVAN 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	149	108	72.5%	>40.9%	Yes
B. Separate		22	14.8%	<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	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
1,599	1,601	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 SYLVAN UNION ELEMENTARY School District

Indicator 9–Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.

Overall Disproportionality	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Disproportionate?	NA	Not Dis	Not Dis	Not Dis	Not Dis	NA	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 10–Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:

Disability	Native American	Asian	African-American	Hispanic	Multi-Ethnic	Pacific Islander	White
Autism	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Emotional Disturbance	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Intellectual Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Other Health Impairments	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Specific Learning Disability	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis
Speech/Language Impairment	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis	Not Dis

Data Source: CALPADS and December 2012 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student's Residence Status

Indicator 11 - Eligibility Evaluation: Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
312	225	87	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 SYLVAN UNION ELEMENTARY School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
155	24	113	18	100.0%	100%	Yes

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8
*Calculation: Students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100*

NOTE: "NA" indicates that the there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SYLVAN 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 SYNERGY CHARTER School District

CDS Code	0776810	FMTA Region	4
District Name	SYNERGY CHARTER	SELPA	0951 El Dorado Charter

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.

Graduation Rate	Target	Target Met
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?
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 SYNERGY CHARTER School District

QQQQQQQQ. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 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 SYNERGY 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	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
12	12	NC	>90%	NA

Data Source: June 2013 CASEMIS Submission Items District of Accountability and Parent Input

NOTE: “NA” indicates that the there was no data for the district for this Indicator or the item is not applicable. “NC” indicates that the item was not calculated due to small N-Size.

2012–13 District Level Special Education Annual Performance Report Measure for SYNERGY 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 SYNERGY CHARTER School District

*Calculation: Number of students assessed within 60 days / (students assessed – students delayed) * 100*

Indicator 12 - Part C to Part B Transition: Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays. This is a **SELPA** level calculation.

No. Children Referred from Part C by Their 3rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Percent On Time Eligible	Target	Met Target
NA	NA	NA	NA	NC	100%	NA

Data Source: June 2013 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date
*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused) * 100*

Indicator 13 - Secondary Transition Goals and Services: Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
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 SYNERGY 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.