

California Special Education Indicators

Special Education State Indicators	APR Indicator Definition	CDE Compliance Process	Dashboard Y/N	Data Source	Data Fields	Target				LCAP Priority #				
						15-16	16-17	17-18	18-19					
Indicator 1 (Performance) Graduation 4-Year Rate	Percent of all exiting students within a four-year cohort in grade twelve and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.	PIR Comp Review	Y Orange/Red	CALPADS CURRENT YEAR June	<ul style="list-style-type: none"> Student School Exit Effective Date Student Exit Reason Code Student Completion Status Code 	≥ 90%	≥ 90%	≥ 90% for APR For PIR, LEA will be identified if red/orange on the dashboard.	≥ 90% for APR For PIR, LEA will be identified if red/orange on the dashboard.	5				
Indicator 2 (Performance) Dropout 4-Year Rate	Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.	PIR Comp Review	N	CALPADS PRIOR YEAR June	<ul style="list-style-type: none"> Exit Reason Exit Date 	13.72%	12.72%	11.72%	10.72%	5				
Indicator 3 (Performance) Statewide Assessment <ul style="list-style-type: none"> Achievement Participation 	Achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP). Also, see Indicator 17. <ul style="list-style-type: none"> Academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP) The participation rate for students with IEPs. 	PIR SSIP Comp Review	Achievement Y Orange/Red	CAASPP ELA and Math	<ul style="list-style-type: none"> Participation Proficiency Level 	Achievement				4,7,8				
						ELA 12.9%	Math 10.6%	ELA 13.9%	Math 11.6%		ELA 14.9% for APR	Math 12.6% for APR	ELA 15.9% for APR	Math 13.6% for APR
						For PIR, LEA will be identified if red/orange on the dashboard.		For PIR, LEA will be identified if red/orange on the dashboard.						
						Participation								
						95%	95%	95%	96%					
Indicator 4 - Suspension/Expulsion 4a. Overall (Performance) 4b. Race/Ethnic (Compliance)	4a. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year. 4b. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year. NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform the calculation of suspension/expulsion.	4a. PIR Comp Review	Y Orange/Red	CALPADS PRIOR YEAR June	<ul style="list-style-type: none"> District of Residence DSPL_DAYS Ethnicity Race 1-3 Race Ethnicity Code Results of Special Self Review 	<10%	<10%	≤ 10% for APR For PIR, LEA will be identified if red/orange on the dashboard.	≤ 10% for APR For PIR, LEA will be identified if red/orange on the dashboard.	6				
								0%	0%		0%	0%		

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Indicator 5 (Performance) Least Restrictive Environments 5a. Inside of regular class 80% or more of day 5b. Inside of regular class less than 40% of day 5c. Separate Facility	<p>The average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:</p> <p>5a. Inside of the regular class 80% or more of the day</p> <p>5b. Inside regular class less than 40% of the day</p> <p>5c. In separate schools, residential facilities, or homebound/hospital.</p> <p>NOTE: Separate Schools includes students in Separate Schools, Residential Facilities, and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School.</p>	PIR Dispro Sig Dis Comp Review	N	CALPADS CURRENT YEAR (See Target)	<ul style="list-style-type: none"> District of Residence FedSet_Sch 	≥ 49.2%	≥ 50.2%	≥ 51.2%	≥ 52.2%	1,2,7
						≤ 24.6%	≤ 23.6%	≤ 22.6%	≤ 21.6%	
						≤ 4.4%	≤ 4.2%	≤ 4%	≤ 3.8%	
Indicator 6 (Performance) Preschool Environments 6a. Regular Program 6b. Separate	<p>The percent of children aged 3 through 5 with IEPs attending a:</p> <p>6a. Regular early childhood program and receiving a majority of special education and related services in the regular program.</p> <p>6b. Separate special education class, separate school or residential facility.</p>	PIR Preschool Comp Review	N	CALPADS CURRENT YEAR (See Target)	<ul style="list-style-type: none"> District of Residence FedSet_Sch In_Regclass 	≥ 32.9%	≥ 33.9%	≥ 43.8%	≥ 35.9%	
						≤ 34.4%	≤ 33.4%	≤ 32.4%	≤ 31.4%	
Indicator 7 (Performance) Preschool Assessments 7a. Positive social-emotional skills 7b. Acquisition and use of knowledge and skills 7c. Use of appropriate behaviors to meet their needs.	<p>This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <p>7a. Positive social-emotional skills (including personal relationships)</p> <p>1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.</p>	Preschool	N	DRDP Review	Specific data fields are not used. The score is based on scale scores calculated by the DRAccess Project at the Napa County Office of Education.	1. ≥ 67.6%	1. ≥ 82.2%	1. ≥ 72.7%	1. ≥ 84.2%	7
						2. ≥ 72.5%	2. ≥ 78.5%	2. ≥ 82.1%	2. ≥ 80.5%	
						1. ≥ 68.6%	1. ≥ 79.7%	1. ≥ 70.0%	1. ≥ 81.7%	
2. ≥ 71.2%	2. ≥ 77.57%	2. ≥ 82.5%	2. ≥ 79.57%							
1. ≥ 68.7%	1. ≥ 73.7%	1. ≥ 75.0%	1. ≥ 75.7%							
2. ≥ 70.4%	2. ≥ 76.45%	2. ≥ 79.0%	2. ≥ 78.45%							

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	<p>7b. Acquisition and use of knowledge and skills (including early language/communication and early literacy)</p> <ol style="list-style-type: none"> 1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. <p>7c. Use of appropriate behaviors to meet their needs.</p> <ol style="list-style-type: none"> 1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. 									
Indicator 8 (Performance) Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	PIR Comp Review	Y	CALPADS CURRENT YEAR June	<ul style="list-style-type: none"> ▪ District of Residence ▪ Parent input 	≥ 90%	≥ 91%	≥ 92%	≥ 93%	3

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Indicator 9 (Compliance) Racial/Ethnic Disproportionality	Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.	Dispro Sig Dis Comp Review	Y	CALPADS/ CASEMIS (see targets for specific data and dates)	<ul style="list-style-type: none"> District of Residence (CASEMIS) Reporting LEA (CALPADS) Ethnicity Race 1-3 Race Ethnicity Code Results of Special Self Review 	Dec. 0%	Dec. 0%	Dec. 0%	Oct. 0%	1,2,4,7
Indicator 10 (Compliance) Disability Disproportionality (varies by disability)	Percent of racial and ethnic disproportionality by disability among students ages six through twenty-two which may be due to policies, procedures, or practices.	Dispro Sig Dis Comp Review	N	CALPADS/ CASEMIS (see targets for specific data and dates)	<ul style="list-style-type: none"> District of Residence (CASEMIS) Reporting LEA (CALPADS) DSPL_DAYS Ethnicity Race 1-3 Race Ethnicity Code Results of Special Self Review 	Dec. 0%	Dec. 0%	Dec. 0%	Oct. 0%	1,2,4,7
Indicator 11 (Compliance) Eligibility Evaluation	Percent 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 there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.	DINC Comp Review	N	June CALPADS	<ul style="list-style-type: none"> District of Service Refer date Prnt_csnt Init_eval evldlay 	100%	100%	100%	100%	
Indicator 12 (Compliance) Part C to B Transition	This is a SELPA level calculation. Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B found eligible under Part B and had an IEP developed before	DINC Comp Review	N	June CALPADS	<ul style="list-style-type: none"> Refer_date Birthdate Init_eval Plan_type Tbdlay 	100%	100%	100%	100%	

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	<p>their third birthdays.</p> <p>NOTE: The calculation is students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100</p>									
Indicator 13 (Compliance) Secondary Transition Goals/Services	<p>Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.</p> <p>NOTE: The calculation is students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100</p>	DINC Comp Review	N	June CALPADS	<ul style="list-style-type: none"> Plan_type Tran_reg <p>Note: CDE also uses birthdate in its formula to calculate compliance in this area even though age is not a field in CASEMIS.</p>	100%	100%	100%	100%	
Indicator 14 (Performance) Post School	<p>Percent of youth who had an IEP, are no longer in secondary school, and who have been:</p> <p>14a. Enrolled in higher education, 14b. Enrolled in higher education or competitively employed, 14c. Enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment</p>	PIR Comp Review	Y	June CALPADS (Table D)	<ul style="list-style-type: none"> Pst_secprg Pst_secemp 	≥ 52.3%	≥ 52.3%	≥ 56.3%	≥ 54.3%	
14a. Higher Education						≥ 72.4%	≥ 72.4%	≥ 76.4%	≥ 74.4%	
14b. Higher Education or Competitively Employed						≥ 81%	≥ 81%	≥ 85%	≥ 83%	
14c. Any Post-Secondary Education or Employed										
Indicator 15 (Compliance) Resolution Session	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (State-only Indicator).	Comp Review	N			≥ 57%	≥ 58%	≥ 59%	≥ 60%	
Indicator 16 (Compliance) Mediation	Percent of mediations held that resulted in mediation agreements (State-only Indicator).	Comp Review	N			≥ 57%	≥ 58%	≥ 59%	≥ 60%	
Indicator 17 (Performance) State Systemic Improvement Plan	This indicator describes percentage of all SWD who meet or exceed standards on the statewide assessments in English-language Arts and Math.	Comp Review	Y	<p>CALPADS SSIP CURRENT YEAR (See Target)</p> <p>Note: CALPADS pulls data from CAASPP ELA and Math</p>	Specific data fields are not used. The score is based on CAASPP ELA/Math scores for all students with disabilities.	≥ 29.33%	≥30.33%	<p>ELA ≥ 14.9%</p> <p>MATH ≥12.6%</p>	<p>ELA ≥ 15.9%</p> <p>MATH ≥13.6%</p>	

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Annual IEP Timeline	IEP timeline not longer than 12 months from the date of the last annual IEP.	DINC	N	CALPADS	<ul style="list-style-type: none"> Last IEP 	100%	100%	100%	100%	
Triennial Review Timelines	Next IEP timeline not longer than three years from the date of the last annual IEP.	DINC	N	CALPADS	<ul style="list-style-type: none"> Last Eval 	100%	100%	100%	100%	
Timely Corrections	The CDE SED monitoring processes are the means to identify any findings of noncompliance at the student, LEA and SELPA levels. Correction of all findings must be completed by in adherence to the state provided timelines.	CD Comp Review	N	SED Monitoring Records	<ul style="list-style-type: none"> District of Residence 	100%	100%	100%	100%	
Timely and Complete Reporting	The CDE SED monitoring processes are the means to identify any findings of noncompliance at the student, LEA and SELPA levels. Correction of all findings must be completed by in adherence to the state provided timelines.	CD Comp Review	N	SED Monitoring Records	<ul style="list-style-type: none"> District of Residence 	100%	100%	100%	100%	
Audit Findings	The CDE Audit Reports are the means to identify any findings of noncompliance at the student, LEA and SELPA levels. Correction of all findings must be completed by in adherence to the state provided timelines.	CD Comp Review	N	Audit Reports	<ul style="list-style-type: none"> District of Residence 					

Key		
Abbreviations	LCAP Priorities	Dashboard Indicators
<p>DINC: Data Identified Non-Compliance</p> <p>COMP REVIEW: Comprehensive Review</p> <p>DASHBOARD: Dashboard State and Local Indicators</p> <p>DISPRO: Disproportionate Representation</p> <p>DRDP: Desired Results Developmental Profile</p> <p>CD: Compliance Determination</p> <p>LCAP Priority Number: Local Control Accountability Plan Priority Number</p> <p>PIR: Performance Indicator Report</p> <p>SED: Special Education Division</p> <p>SIG DIS: Significant Disproportionality</p> <p>SSIP: State Systemic Improvement Plan (Indicator 17)</p>	<p>Priority 1: Basic Services</p> <p>Priority 2: Implementation of Common Core State Standards</p> <p>Priority 3: Parental Involvement</p> <p>Priority 4: Student Achievement</p> <p>Priority 5: Student Engagement</p> <p>Priority 6: School Climate</p> <p>Priority 7: Course Access</p> <p>Priority 8: Other Student Outcomes</p> <p>Priority 9: Expelled Pupils (County Office of Education)</p> <p>Priority 10: Foster Youth</p>	<p>High School Graduation Rate</p> <p>Academic Performance</p> <p>Suspension Rate</p> <p>English Learner Progress</p> <p>Preparation for College/Career</p> <p>Chronic Absenteeism</p> <p>Basic Conditions</p> <p>Parental Involvement/Engagement</p> <p>School Climate Surveys</p> <p>Implementation of Academic Standards</p>