

Root Cause Analysis Inquiry Guide

2019-2020 Special Education Plan Edition



SYSTEM IMPROVEMENT LEADS

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Introduction

The Root Cause Analysis Inquiry Guide: 2019-2020 *Special Education Plan (SEP) Edition* is designed to support teams in conducting rigorous root cause analysis investigations that incorporate qualitative and quantitative data. The intention of this guide is to support school teams in identifying the primary causes behind problems in their educational systems, with the ultimate goal of successfully addressing system issues and improving outcomes for students.

Key Definitions:

Root Cause Analysis: Root cause analysis is a strategy to thoroughly examine practices, processes, and routines to determine their impact on outcomes. It answers the "Why?" behind each identified area in need of improvement. In *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*, Paul Pruess defines root cause analysis as "the deepest underlying cause or causes of positive or negative symptoms within any process that, if dissolved, would result in elimination or substantial reduction of the symptom". More information on root cause analysis can be found on the California Department of Education's Continuous Improvement website: <https://www.cde.ca.gov/sp/sw/t1/narcafaq.asp>

Special Education Plan (SEP): Each Local Educational Agency (LEA) selected by the California Department of Education (CDE) for participation in either Intensive Monitoring or Targeted Monitoring for special education improvement activities will submit a Special Education Plan (SEP) to the CDE for review and acceptance. In addition to completing mandatory forms, the LEA must form a SEP Improvement Team (SEP Team or Improvement Team) to develop, implement, and monitor the SEP.

California School Dashboard: The California School Dashboard (Dashboard) is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing and placed the focus on equity for all students. The Dashboard provides information that schools can use to improve.

State Performance Plan Indicators (SPPI): State Performance Plan indicators measure child and family outcomes, and measure compliance with the requirements of the IDEA. Each state is required to submit a state performance plan (SPP) every six years. Local educational agencies' progress on the SPP indicators is assessed annually and reported via the LEA's Annual Performance Report (APR).

Please Submit Your Feedback:



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<https://www.surveymonkey.com/r/RCAInquiryGuide>



How to Use the Element Handouts

The Root Cause Analysis Inquiry Guide: 2019-2020 Special Education Plan (SEP) Edition, is best utilized by a diverse group of educators encompassing various roles and responsibilities (e.g., special education director, general education administrators, special education teachers, CAASPP testing manager etc.). There is a handout for each SEP monitoring Element; each with several fields. The contents of each field and intention for their use are explained below.



Data Location:

Identifies where the Local Educational Agency's (LEA) performance on the element is located.



For More Information Visit:

Includes helpful links where LEA staff can obtain additional information on the data location and source for the identified element.

Key Questions:

1. These questions are intended to support an LEA team in beginning the Root Cause Analysis (RCA) process with broader, intentional thinking around the area of improvement.
2. The Key Questions (as well as Supplemental Data, Processes, and User Perspective sections) on each element page are by no means exhaustive and are meant as starting points or additional points to consider.
3. To ensure all potential questions specific to the LEA and the element are considered, it is recommended that teams end by asking, "What other key questions must be answered?"

Supplemental Data

- Considering multiple data sources provides teams with a more comprehensive picture of the problem and potential areas for improvement.
- In addition to exploring the data point utilized in each element (*as indicated in the data location section*), teams are encouraged to analyze supplemental data related to the area of focus.
- A non-exhaustive list of related data sets is included in this section as a starting point for LEAs investigating their systems.

Related Processes

- Identifying and analyzing processes is critical to conducting a thorough root cause analysis.
- Each element, or area in need of improvement, will have multiple related processes for teams to consider when in conducting a root cause analysis of their system.
- A non-exhaustive list of related processes is listed within this section for LEA consideration.

User Perspective

- Each stakeholder, or user, in a school system will have a different perspective on the problems it faces and potential solutions. Exploring user perspectives is critical to developing a fuller understanding of the problem.
- Accessing valuable user perspectives can be accomplished through empathy interviews and/or focus groups.
- A non-exhaustive list of sample questions for use in empathy interviews and/or focus groups is included in this section. Sample questions are specific to the element, or area in need of improvement and organized by type of user (e.g. educator, student, family, etc.).

Element Handouts

Element 1: Graduation Rate

For the 19-20 monitoring year, Element 1 utilized the CA School Dashboard Graduation indicator. The LEA's performance level for Graduation Rate is a combination of Status Level and Change Level. The 2019 CA School Dashboard Graduation indicator utilized a combined graduation rate, which reflects all students who: (1) graduate in four years as part of the most current graduating class and (2) graduate in five years as part of the prior year graduating class.



Data Location:

Graduation Indicator on CA School Dashboard



For More Information Visit:

[CA School Dashboard Website](#) and [CA School Dashboard Technical Guide](#)

Key Questions:

1. How do we support students' transition from 8th to 9th grade? How is this captured in the IEP?
2. How is progress toward graduation monitored? How frequently is progress revisited?
3. How well do school staff, students, and families know the graduation requirements? How do they access support in this area?
4. What data are IEP teams using to develop a plan for graduation? How are IEP teams using this data to extend an appropriate offer of FAPE?
5. How frequently are transition plans reviewed to identify and monitor a student's path toward high school completion?
6. When were graduation policies last reviewed? How confident are we that they provide access for students with disabilities?
7. When were graduation policies last reviewed? How confident are we that they provide access for students with disabilities?

Supplemental Data

- 9th-grade placement assessments
- Matriculation rates grade to grade
- Student GPA
- Student attendance data
- Transition plans
- Ed-data.org - Cohort Graduation
- UC/CSU Eligibility/enrollment data
- Annual Performance Report: SPPI 1 (Graduation rate)

Related Processes

- Academic, social-emotional, and behavioral intervention process
- Attendance monitoring processes
- Class registration process
- Transition plan assessment and implementation

Element 1: Graduation Rate

User Perspective: *Educators*

- Tell me about your school's graduation requirements.
- What do you believe are some of the barriers students face while achieving a diploma?
- How do you know if a student is on track to graduate? If they are not on track, what happens?
- Talk about a time in which a student who was not on track to graduate earned a diploma. Why were they successful?

User Perspective: *Students*

- Tell me about your school's graduation requirements.
- What has your experience been with graduation requirements?
- What would you want adults to know about meeting graduation requirements? What advice would you give them to better support students on this pathway?
- What tips would you give to a new student about meeting graduation requirements or finding supports when needed?

User Perspective: *Families*

- Tell me about your school's graduation requirements.
- How does the school communicate with you regarding your child's progress toward graduation?
- What supports, if any, do you think your student needs to meet those requirements?
- How would you describe the support your child has received in achieving graduation requirements?

Element 2: Dropout Rate

For the 19-20 monitoring year, Element 2 utilized State Performance Plan Indicator (SPPI) 2: Dropout Rate. SPPI 2 measures the percentage of all students in grades nine and higher, and ungraded students age fourteen and over, who exited special education by dropping out of school (including students age eighteen and over who self-withdrew and students who took the GED test).



Data Location:

SPPI 2 on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What are the most common reasons our students with disabilities dropout?
2. How is student progress toward graduation monitored?
3. How is absenteeism monitored? What supports are available when absenteeism is a concern?
4. How do students recover credits when needed?
5. What is the process to identify and support students' social emotional needs? What is the process to support these students once they are identified as needing more support?
6. How do we support students in planning for transition to college, work, and/or independent living after high school?

Supplemental Data

- Attendance Records
- Discipline Data, Behavior Intervention Plans, Manifestation Determinations
- Matriculation rate data
- Student GPAs
- Ed-data.org Drop Data

Related Processes

- Academic, social, emotional, and behavioral intervention process
- School-to-school student transfer processes
- Child find process
- Transition plan assessment and implementation
- Attendance monitoring processes

Element 2: Dropout Rate

User Perspective: *Educators*

- What are some of the barriers to students with disabilities completing high school here?
- How would you describe the warning signs prior to a student dropping out, and how does your school respond to them?
- When a student has been at risk for dropping out, and has then turned that around and graduated, what supports were effective?
- What other thoughts do you have about preventing students from dropping out?

User Perspective: *Students*

- What are some of the reasons a student might drop out of your school?
- What does your school do well to support students to stay in school?
- If you could make recommendations to the staff at your school about how to support all students graduating, what would they be?

User Perspective: *Families*

- Tell me about your child's path to graduation so far. Successes? Challenges?
- Are there resources or supports you need in order to support your student toward completing and graduating from school? Are there supports that you see other families need?
- What do you feel your student needs to graduate on time?

Element 3b: Statewide Assessment Participation ELA and Math

For the 19-20 monitoring year, Element 3b utilized State Performance Plan Indicator (SPPI) 3b: ELA and Math Participation. SPPI 3b has a target of 95% of students with disabilities participating in the ELA and Math portions of the California Assessment of Student Performance and Progress (CAASPP) or the California Alternate Assessment (CAA), as shown on the Annual Performance Report.



Data Location:

SPPI 3b on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What processes are in place to ensure all students complete statewide assessments?
2. Are IEP teams providing opportunities for students and families to express concerns regarding statewide assessments? Does the IEP reflect necessary testing accommodations that enable the student to access assessments and do parents/guardians understand those supports?
3. Do we have processes in place to review statewide assessment participation and identify obstacles and barriers?
4. For students who are not participating in statewide assessments, what are the reasons and/or barriers?
5. What beliefs do our educators, students, and families hold about statewide assessments?
6. What do we currently communicate to students and families about participation in assessments? How is this information communicated?

Supplemental Data

- CAASPP make-up records
- Parent opt-out letters
- Missed instructional opportunity data (e.g., suspensions)
- Attendance records
- Test Operations Management Systems (TOMS) record and accommodations reports
- Student Score Reports
- APR ELA and Math data

Related Processes

- Sharing information with students and families to prepare for assessment windows
- Documenting and responding to parent testing questions and concerns
- Process for updating the testing database with all accommodations and modifications outlined in the IEP
- Make-up testing process

Element 3b: Statewide Assessment Participation ELA and Math

User Perspective: *Educators*

- Tell me about your experiences with statewide testing.
- What do you believe are some of the barriers preventing students from participating in statewide assessments?
- What do you see as the benefits of statewide assessment? What are some of the key challenges?
- What are some common concerns parents have about statewide assessments? How do you respond to those concerns?
- What are some common concerns students have about statewide assessments? How do you respond to those concerns?
- If you could change one thing about the statewide assessment process, what would it be and why?

User Perspective: *Students*

- Tell me about your experience(s) with statewide testing.
- Why do you think we have statewide testing?
- What do you like about statewide testing? What do you dislike?
- How prepared do you feel for testing every year? Why?
- Is there anything that would make you feel better prepared?
- What kinds of things do your teachers, friends and family say about testing?
- What would you want adults to know about statewide testing?

User Perspective: *Families*

- Tell me about your experiences with statewide testing.
- Every year, all students in the district participate in statewide testing. What information has the district shared with you about this testing and how the results are used?
- If you were able to make one change to the statewide testing process, what would it be and why?
- Do you have any questions about statewide testing?
- IEP meetings provide an opportunity for teams to discuss supports students may need to be successful when taking statewide assessments. Tell me about these discussions in your child's IEP meetings.

Element 3c: ELA and Math Achievement

For the 19-20 monitoring year, Element 3c utilized CA School Dashboard: ELA and Math Achievement and State Performance Plan Indicator (SPPI) 3c: Statewide Assessment Proficiency Rate. The 2019 Dashboard and SPPI 3c calculations for measuring achievement differ, however both are valid for understanding an LEA's performance on the ELA and Math portions of the California Assessment of Student Performance and Progress (CAASPP) and the California Alternate Assessment (CAA).



Data Location:

CA Dashboard- ELA/Math;
SPPI 3c on the [Annual
Performance Report \(APR\)](#)



For More Information Visit:

[CA School Dashboard Website](#) and
[Technical Guide](#); [State Performance
Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. How do we align IEP goals with grade-level standards?
2. What instructional strategies are in place to teach and allow students to practice the technical skills required to participate in CAASPP?
3. How is progress toward academic goals monitored for students with disabilities? How is this progress shared with the student, family, and other service providers?
4. How are IEP goals and services revisited when a student is not making progress in the areas of ELA or math?

Supplemental Data

- Interim or Benchmark assessment data
- Classroom-level data (e.g., student grades, assignment grades)
- Missed instructional opportunity data (e.g., suspensions, partner classrooms, absences, etc.)
- Curricular guides, lesson plans, and syllabi
- Service Logs and/or pull-out schedules for students with disabilities

Related Processes

- Sharing information with students and preparing them for state assessment windows
- Sharing information with families and preparing them for state assessment windows
- Make-up testing procedures
- Determination of appropriate testing accommodations during IEP meetings
- Process for updating the testing database with all accommodations and modifications outlined in the IEP

Element 3c: ELA and Math Achievement

User Perspective: *Educators*

- Tell me about your students' ELA and/or Math achievement.
- What successes have you observed?
- What challenges are there to students meeting achievement goals?

User Perspective: *Students*

- How do you feel about learning?
- What do you do well in reading and math?
- Tell me about what might help you do better with reading and math.
- How do you feel about standardized assessments?
- What helps you feel prepared for these assessments?

User Perspective: *Families*

- How do you feel about your child's reading and math skills?
- How does your child feel about reading and math?
- What are your thoughts on standardized assessments?
- What supports do you think would help your child improve their performance on standardized assessments?

Element 4a: Suspension

For the 19-20 monitoring year, Element 4a utilized the CA School Dashboard Suspension Rate indicator. The Suspension Rate indicator shows the percent of students with disabilities who were suspended during the school year.



Data Location:

Suspension Indicator on
CA School Dashboard



For More Information Visit:

[CA School Dashboard Website](#) and
[CA School Dashboard Technical Guide](#)

Key Questions:

1. What data collection systems do we have in place? Can that data be disaggregated by staff person, location, time of day, student group, etc?
2. What structures are in place to regularly collect and analyzed disciplinary data (including office referrals and expulsions) by a multi-disciplinary group of staff? How often does that group meet? How are those individuals selected? What training and administrative support is provided to the group?
3. How do we teach adaptive behaviors and build relationships with students?
4. What positive alternatives to suspension are offered at individual school sites? What training has been provided schoolwide or districtwide related to alternatives to suspension? Are supports available to teachers and school leadership teams to facilitate the growth of programs that provide alternatives to suspension?
5. Are there any schools or neighboring LEAs that serve as a "bright spot" and have successfully reduced the number of suspensions in their district?

Supplemental Data

- Office referrals, suspension paperwork
- Restraint and seclusion data
- Attendance data
- School-based behavior reporting data (Frequency of behaviors/classroom)
- SPPI 4: Discipline Rate
- Manifestation Determination (MD) information
- Student grade reports, transcripts, schedules
- Ed-data.org- Comparison of suspension rates
- Educational or psychological assessments

Related Processes

- Suspension process
- Office referral policy
- Standardized procedures for reporting/recording suspension and alternatives to suspension

Element 4a: Suspension

Related Processes, cont.

- Monitoring the consistent implementation of restorative practices
- Re-entry process after suspension

User Perspective: *Educators*

- Tell me about suspensions at your school site.
- How would you describe the effectiveness of suspensions in supporting student behaviors?
- Tell me about alternatives to suspension at your school site.
- What supports do you believe staff members need to avoid using suspensions?

User Perspective: *Students*

- How do you feel when you are at school?
- Tell me about your relationships with teachers at your school.
- What is your experience in class like?
- What parts of school do you feel are successful/challenging? Who can you go to if you are having a hard time?

User Perspective: *Families*

- Tell me about your child's relationships with school staff.
- How does your child's school support students in using positive behaviors?
- Tell me about how your child's school approaches the use of suspensions.
- What do you feel your child's school could do more of to support student behavior?

Element 5a: Least Restrictive Environment (LRE) – Regular Class 80% or More

For the 19-20 monitoring year, Element 5a utilized State Performance Plan Indicator (SPPI) 5a: LRE–Regular Class 80% or More. SPPI 5 measures LRE by calculating the average amount of time students ages six through twenty-one receive their special education or related services in settings apart from their peers in general education settings. *



Data Location:

SPPI 5a on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. How do IEP teams determine the type, frequency, and location of specialized services for students with disabilities?
2. During IEP meetings, how are the potential harmful effects of placement in a more restrictive environment discussed with families and as a team? What data is used to support this conversation?
3. How does the IEP team ensure that accommodation and support options have been exhausted before consideration of a more restrictive environment? How do general education and special education administrators support this process?
4. For students who are in regular class less than 80% of the time, what are some of the reasons or barriers? Are there any identifiable patterns or trends in the data based on school-site eligibility categories or student demographics?
5. How are potential harmful effects of placement discussed during IEP meetings?
6. What beliefs do our educators, students, and families hold about the least restrictive environment?

Supplemental Data

- Interim and benchmark data
- Attendance data
- Service logs and/or pull-out schedules
- Discipline data vs student placement
- Student course enrollment data
- IEP placement and discussion notes, pertinent assessment information
- Accommodations and modifications included in IEPs

Related Processes

- Process for ensuring implementation of IEP accommodation and modifications
- Process for recommending a more restrictive environment
- Process of considering harmful effects of a more restrictive environment
- Process to return to less restrictive environment

Element 5a: LRE – Regular Class 80% or More

User Perspective: *Educators*

- Tell me about your experiences serving students with disabilities at this school.
- How and where are special education services typically delivered? Why?
- Tell me about a time you were part of an IEP team. How did the team discuss and determine services and placement for the student?
- What would you need to feel more successful in meeting the needs of students with disabilities?

User Perspective: *Students*

- What is it like to be a student at this school? Tell me about a typical school day for you.
- Tell me about your experience in IEP meetings. What is typically discussed? How does that feel?
- If you could change one thing about your school day what would it be?
- Tell me about your experiences with other students at school.

User Perspective: *Families*

- Tell me about your experience in IEP meetings.
- Tell me about an IEP meeting you remember well. How did the team discuss and determine services and placement for your child?
- How do you feel your child's services are working for them?
- How would you describe an ideal educational environment for your child?

* SPPI 5 measures LRE by calculating the average amount of time students ages six through twenty-one receive their special education or related services in settings apart from their peers in general education settings. This is a three-part test which:

- Measures the percentage of students who are in a regular classroom 80 percent or more of their day;**
- Measures the percentage of students who are in a regular class less than 40 percent of their day;
- Measures the percentage of students in separate schools, residential facilities, or homebound/hospital placements.

Element 5b: Least Restrictive Environment (LRE) – Regular Class Less than 40%

For the 19-20 monitoring year, Element 5b utilized State Performance Plan Indicator (SPPI) 5b: LRE– Regular Class Less Than 40%. SPPI 5 measures LRE by calculating the average amount of time students ages six through twenty-one receive their special education or related services in settings apart from their peers in general education settings.*



Data Location:

SPPI 5b on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. How do IEP teams determine the type, frequency, and location of specialized services for students with disabilities?
2. During IEP meetings, how are the potential harmful effects of placement in a more restrictive environment discussed with families and as a team? What data is used to support this conversation?
3. How does the IEP team ensure that accommodation and support options have been exhausted before consideration of a more restrictive environment? How do general education and special education administrators support this process?
4. For students who are in regular class less than 40% of the time, what are some of the reasons or barriers? Are there any identifiable patterns or trends in the data based on school-site eligibility categories or student demographics?
5. How are potential harmful effects of placement discussed during IEP meetings?
6. What beliefs do our educators, students, and families hold about the least restrictive environment?

Supplemental Data

- Student course enrollment data
- Service logs and/or pull-out schedules
- IEP placement and discussion notes plus pertinent assessments
- Transition plans
- Discipline rates for students in regular class less than 40% of day
- Parent input data
- CA School Dashboard Data-comparison to all students or other student groups

Related Processes

- Process for ensuring implementation of IEP accommodation and modifications
- Process for recommending a more restrictive environment

Element 5b: LRE – Regular Class Less than 40%

Related Processes, cont.

- Process to return to less restrictive environment
- Process of considering harmful effects of a more restrictive environment

User Perspective: *Educators*

- Tell me about your experiences serving students with disabilities at this school.
- How and where are special education services typically delivered? Why?
- Tell me about a time you were part of an IEP team. How did the team discuss and determine services and placement for the student?
- What would you need to feel more successful in meeting the needs of students with disabilities?

User Perspective: *Students*

- What is it like to be a student at this school? Tell me about a typical school day for you.
- Tell me about your experience in IEP meetings. What is typically discussed? How does that feel?
- If you could change one thing about your school day what would it be?
- Tell me about your experiences with other students at school.

User Perspective: *Families*

- Tell me about your experience in IEP meetings.
- Tell me about an IEP meeting you remember well. How did the team discuss and determine services and placement for your child?
- How do you feel your child's services are working for them?
- How would you describe an ideal educational environment for your child?

* SPPI 5 measures LRE by calculating the average amount of time students ages six through twenty-one receive their special education or related services in settings apart from their peers in general education settings. This is a three-part test which:

- a. Measures the percentage of students who are in a regular classroom 80 percent or more of their day;
- b. **Measures the percentage of students who are in a regular class less than 40 percent of their day;**
- c. measures the percentage of students in separate schools, residential facilities, or homebound/hospital placements.

Element 5c: Least Restrictive Environment (LRE) - Separate School

For the 19-20 monitoring year, Element 5c utilized State Performance Plan Indicator (SPPI) 5c: LRE- Separate Schools. SPPI 5 measures LRE by calculating the average amount of time students ages six through twenty-one receive their special education or related services in settings apart from their peers in general education settings. *



Data Location:

SPPI 5c on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What structures are in place to assist in determining the level of supports needed before considering a separate school placement? What data supports this identified level of need?
2. How do we begin planning for a student's return to a less restrictive setting immediately upon determining that placement in a Non Public School (NPS) is required?
3. During IEP meetings, how are the potential harmful effects of placement in a more restrictive environment discussed with families and as a team? What data is used to support this conversation?
4. How many students are placed in Non Public Schools, Residential facilities, and/or home/hospital placement? Are there across eligibility categories or student demographics?
5. How does the district ensure that accommodation and support options have been exhausted before consideration of a more restrictive environment?
6. What is the process for progress monitoring students placed in a separate school?

Supplemental Data

- Attendance data
- Service logs and/or pull-out schedules
- IEP placement decision notes plus pertinent assessment
- Student course enrollment data
- Discipline data
- School/LEA based Discipline data
- CA School Dashboard -comparison to all students or other student groups
- Annual Performance Report (APR) data

Related Processes

- Progress monitoring process while in a separate school setting
- NPS referral process
- Transition planning for less restrictive placement
- Behavior tracking/data collection

Element 5c: LRE – Separate School

User Perspective: *Educators*

- Tell me about what has been happening, and for how long, when it starts to feel like an NPS might need to be a necessary consideration. What does family engagement look like during this period?
- What do you believe the purpose of an NPS is?
- What processes do you apply/consider when considering an NPS placement for a student?
- What does it look like to bring students back from an NPS? Is there a process for this?

User Perspective: *Students*

- How do you feel at school?
- What is your experience in class like?
- Where would you like to be in school?
- What do you need to feel successful?
- How would you describe this school to a new student?

User Perspective: *Families*

- What have you learned about the service options for your child?
- How do you feel about your child's current educational experience?
- What do you hope for, for your child?
- What do you feel your child needs to be successful?

* SPPI 5 measures LRE by calculating the average amount of time students ages six through twenty-one receive their special education or related services in settings apart from their peers in general education settings. This is a three-part test which:

- a. Measures the percentage of students who are in a regular classroom 80 percent or more of their day;
- b. Measures the percentage of students who are in a regular class less than 40 percent of their day;
- c. **Measures the percentage of students in separate schools, residential facilities, or homebound/hospital placements.**

Element 6a: Preschool Least Restrictive Environment (LRE): Regular Early Childhood

For the 19-20 monitoring year, Element 6a utilized State Performance Plan Indicator (SPPI) 6a: Preschool LRE-Regular Early Childhood Program. SPPI 6a measures the percent of children aged 3 through 5 with an IEP, attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.



Data Location:

SPPI 6a on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What processes are in place to determine the level of service a student needs to address their disability? What structures are in place to support the IEP team in making this determination?
2. What is the current continuum of programming options?
 - a. What structures are in place to identify general education preschool partners that will support the implementation of an IEP?
 - b. Do the options available allow for inclusive opportunities to meet the needs of our students?
 - c. What processes are needed to increase general education participation for preschool students?

Supplemental Data

- Enrollment data by disability and over time
- Student data by disability category
- Service logs
- Parent input data
- DRDP reports
- Childcare data reports
- Annual Performance Report (APR) data

Related Processes

- Initial intake assessment process
- Process of determining the appropriate Least Restrictive Environment (LRE)
- Communication process between community agencies and the LEA regarding student progress

User Perspective: *Educators*

- How would you describe your access to and relationships with regular education preschool teachers?

Element 6a: Preschool LRE Regular Early Childhood

User Perspective: *Educators, cont.*

- How would you describe your classroom's physical proximity to general education preschool classrooms?
- Tell me about your experience including preschool students with disabilities in general education activities.
- What are some of the barriers to preschool students with disabilities accessing the general education environment?
- What successes do you see?
- What supports do you need to ensure preschool students with disabilities have access to the general education environment?

User Perspective: *Students*

- *Utilize classroom and play observations to gather information about the student's perspective.*

User Perspective: *Families*

- At school, what does your child love to do?
- How do you feel your child's current classroom setting is working for them?
- What challenges /successes have you observed?
- What would you like to see for your child's educational experience?

Element 6b: Preschool Least Restrictive Environment (LRE): Separate Setting

For the 19-20 monitoring year, Element 6b utilized State Performance Plan Indicator (SPPI) 6b: Preschool LRE-Separate Setting. SPPI 6b measures the percent of children ages 3 through 5 with an IEP and attending a separate special education class, separate school, or residential facility.



Data Location:

SPPI 6b on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What processes are in place to determine the level of service a student needs to address their disability?
2. What is the current range of service options for students?
 - a. Are there trends in setting, service amount, service delivery, demographic categories, etc.?
 - b. Do the options available allow for the number of inclusive opportunities required to meet the needs of our students?
 - c. What would be needed to increase general education participation for our preschool students?
3. What is the process for increasing access to a regular preschool setting? What partnerships do we have with preschool programs in the area?
4. How is student progress toward goals monitored? What data do we collect and how frequently do we review the data?
5. How do we partner with students' families to support student needs?

Supplemental Data

- Enrollment data by disability and over time
- Student data by disability category
- Service logs
- Parent input data
- DRDP reports
- Childcare data reports
- Annual Performance Report (APR) data

Related Processes

- Initial intake assessment process
- Process of determining the appropriate Least Restrictive Environment (LRE)
- Communication process between community agencies and the LEA regarding student progress

Element 6b: Preschool LRE Separate Setting

User Perspective: *Educators*

- How do you feel about student placement processes in your district? How do those processes center around LRE?
- Tell me about your experience including preschool students with disabilities in general education activities.
- What are some of the barriers to preschool students with disabilities accessing the general education environment?
- What successes do you see?
- What supports do you need to ensure preschool students with disabilities have access to the general education environment?

User Perspective: *Students*

- *Utilize classroom and play observations to gather information about the student's perspective.*

User Perspective: *Families*

- What does your child love to do at school?
- Do you feel your child's current classroom setting is meeting their needs? In what ways?
- What challenges and successes have you observed?
- What goals do you have for your child's educational experience?

Element 7a (1): Preschool Skills - Positive Social-Emotional Skills, Increased Rate of Growth

For the 19-20 monitoring year, Element 7a (1) utilized State Performance Plan Indicator (SPPI) 7a (1). SPPI 7a (1) measures the percent of preschool students with disabilities who demonstrate positive social-emotional skills at an increased rate of growth*.



Data Location:

SPPI 7a on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What processes are in place to monitor the social-emotional well-being of preschool students? Who is involved in these processes?
2. How do IEP teams assess and support the social-emotional skills of preschool students?
3. What services are provided when preschool students demonstrate social-emotional needs?
4. How is social-emotional skill development incorporated throughout the school day?
5. What processes are in place to monitor student's progress toward meeting thresholds on the DRDP?
6. How do service providers foster collaboration between home and school to support the acquisition and use of social-emotional skills?

Supplemental Data

- DRDP reports
- Enrollment data by disability
- Enrollment data over time
- Student data related to growth-rate
- Detailed Child Report Data
- Service logs
- Parent input data
- Childcare data reports
- Annual Performance Report (APR) data

Related Processes

- Examining DRDP results as an instructional team
- Assessing student behavior in the classroom
- Development and implementation of student behavior plans

User Perspective: *Educators*

- How do you support the development of positive social-emotional skills in your setting?

Element 7a (1): Preschool Skills

User Perspective: Educators, cont.

- What factors have you noticed contribute to significant student progress in this area?
- What successes/challenges have you seen?
- How do you adapt strategies, over time, based on student need?
- How do you typically collaborate with families and other service providers in this area?

User Perspective: Students

- Utilize classroom and play observations to gather information about the student's perspective.

User Perspective: Families

- Tell me about what your child loves to do.
- How do you feel about your child's social-emotional skill development?
- What works well to help your child learn new or improve their social-emotional skills?
- What challenges have you observed?
- Is there anything you would like to see added or changed about your child's supports in this area?

* Subparts are as follows:

- a. **7a1: Preschool Outcomes: Positive Social-Emotional Skills, Increased Rate of Growth;**
- b. *7a2: Preschool Outcomes: Positive Social-Emotional Skills, Functioning within Age Expectations;*
- c. *7b1: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Increased Rate of Growth;*
- d. *7b2: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations;*
- e. *7c1: Preschool Outcomes: Use of Appropriate Behaviors, Increased Rate of Growth; and*
- f. *7c2: Preschool Outcomes: Use of Appropriate Behaviors, Functioning within Age Expectations.*

Element 7a (2): Preschool Skills – Positive Social-Emotional Skills, Functioning within Age Expectations

For the 19-20 monitoring year, Element 7a (2) utilized State Performance Plan Indicator (SPPI) 7a (2). SPPI 7a (2) measures the percent of preschool students with disabilities who demonstrate positive social-emotional skills and are functioning within age expectations*.



Data Location:

SPPI 7a on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What processes are in place to monitor the social-emotional well-being of preschool students? Who is involved in these processes?
2. How do IEP teams assess and support the social-emotional skills of preschool students?
3. What services are provided when preschool students demonstrate social-emotional needs?
4. How is social-emotional skill development incorporated throughout the school day?
5. What processes are in place to monitor student's progress toward meeting thresholds on the DRDP?
6. How do service providers foster collaboration between home and school to support the acquisition and use of social-emotional skills?

Supplemental Data

- DRDP reports
- Enrollment data by disability
- Enrollment data over time
- Student data related to growth rate
- Detailed Child Report Data
- Service logs
- Parent input data
- Childcare data reports
- Annual Performance Report (APR) data

Related Processes

- Examining DRDP results as an instructional team
- Assessing student behavior in the classroom; development, and implementation of student behavior plans

Element 7a (2): Preschool Skills

User Perspective: Educators

- How do you see student progress toward mastery of age-level social-emotional behavioral skills?
- What strategies do you utilize to teach age-level positive social-emotional skills?
- What successes/challenges have you seen?
- How do you adapt strategies, over time, based on student need?

User Perspective: Students

- Utilize classroom and play observations to gather information about the student's perspective.

User Perspective: Families

- Tell me about what your child loves to do.
- How do you feel about your child's social-emotional skills?
- When you think of other kids the same age as your child, what would you say are your child's areas of strength? When you think of other kids the same age as your child, what areas would you like to see them grow in?
- What challenges /successes have you observed?
- Is there anything you would like to see added or changed about your child's supports in this area?

* Subparts are as follows:

- 7a1: Preschool Outcomes: Positive Social-Emotional Skills, Increased Rate of Growth;
- 7a2: Preschool Outcomes: Positive Social-Emotional Skills, Functioning within Age Expectations;**
- 7b1: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Increased Rate of Growth;
- 7b2: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations;
- 7c1: Preschool Outcomes: Use of Appropriate Behaviors, Increased Rate of Growth; and
- 7c2: Preschool Outcomes: Use of Appropriate Behaviors, Functioning within Age Expectations.

Element 7b (1): Preschool Skills - Acquisition and Use of Knowledge and Skills, Increased Rate of Growth

For the 19-20 monitoring year, Element 7b (1) utilized State Performance Plan Indicator (SPPI) 7b (1). SPPI 7b (1) measures the percent of preschool students with disabilities who demonstrate acquisition and use of knowledge and skills at an increased rate of growth*.



Data Location:

SPPI 7b on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What processes are in place to monitor preschool student's acquisition and use of knowledge and skills? Who is involved in these processes?
2. How do IEP teams assess and support preschool student's acquisition and use of knowledge and skills?
3. What services are provided when preschool students demonstrate needs related to their acquisition and use of knowledge and skills?
4. How is knowledge and skill development incorporated throughout the school day?
5. What processes are in place to monitor student's progress toward meeting DRDP thresholds?
6. How do service providers foster collaboration between home and school to support the acquisition and use of knowledge and skills?

Supplemental Data

- DRDP reports
- Enrollment data by disability
- Enrollment data over time
- Student data related to growth rate
- Detailed Child Report Data
- Service logs
- Parent input data
- Childcare data reports
- Annual Performance Report (APR) data

Related Processes

- Examining DRDP results as an instructional team
- Assessing student behavior in the classroom
- Development and implementation of student behavior plans

Element 7b (1): Preschool Skills

User Perspective: Educators

- How would you describe student rate of growth acquisition and use of knowledge and skills?
- What successes/challenges have you seen?
- What strategies do you utilize to teach the acquisition of knowledge and skills?
- How do you adapt strategies, over time, based on student need?

User Perspective: Students

- Utilize classroom and play observations to gather information about the student's perspective.

User Perspective: Families

- Tell me about what your child is interested in.
- How do you feel about your child's knowledge and skills development?
- What challenges /successes have you observed?
- What things help your child learn?
- Is there anything you would like to see added or changed about your child's supports in this area?

* Subparts are as follows:

- 7a1: Preschool Outcomes: Positive Social-Emotional Skills, Increased Rate of Growth;
- 7a2: Preschool Outcomes: Positive Social-Emotional Skills, Functioning within Age Expectations;
- 7b1: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Increased Rate of Growth;**
- 7b2: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations;
- 7c1: Preschool Outcomes: Use of Appropriate Behaviors, Increased Rate of Growth; and
- 7c2: Preschool Outcomes: Use of Appropriate Behaviors, Functioning within Age Expectations.

Element 7b (2): Preschool Skills - Acquisition and Use of Knowledge and Skills, Functioning Within Age Expectations

For the 19-20 monitoring year, Element 7b (2) utilized State Performance Plan Indicator (SPPI) 7b (2). SPPI 7b (2) measures the percent of preschool students with disabilities who demonstrate the acquisition and use of knowledge and skills, while functioning within age expectations*.



Data Location:

SPPI 7b on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What processes are in place to monitor preschool student's acquisition and use of knowledge and skills? Who is involved in these processes?
2. How do IEP teams assess and support preschool student's acquisition and use of knowledge and skills?
3. What services are provided when preschool students demonstrate needs related to their acquisition and use of knowledge and skills?
4. How is knowledge and skill development incorporated throughout the school day?
5. What processes are in place to monitor student's progress toward meeting DRDP thresholds?
6. How do service providers foster collaboration between home and school to support the acquisition and use of knowledge and skills?

Supplemental Data

- DRDP reports
- Enrollment data by disability
- Enrollment data over time
- Student data related to growth rate
- Detailed Child Report Data
- Service logs
- Parent input data
- Childcare data reports
- Annual Performance Report (APR) data

Related Processes

- Examining DRDP results as an instructional team
- Assessing student behavior in the classroom
- Development and implementation of student behavior plans

Element 7b (2): Preschool Skills

User Perspective: Educators

- How do you see student acquisition and use of knowledge as compared to age-level expectations for this area?
- How do you approach teaching skills and knowledge?
- What successes/challenges have you seen?
- What strategies do you utilize to teach the acquisition of knowledge and skills?
- How do you adapt strategies, over time, based on student need?

User Perspective: Students

- Utilize classroom and play observations to gather information about the student's perspective.

User Perspective: Families

- Tell me about what your child is interested in.
- How do you feel about your child's knowledge and skills development?
- What challenges /successes have you observed?
- What things help your child learn?
- Is there anything you would like to see added or changed about your child's supports in this area?

* Subparts are as follows:

- 7a1: Preschool Outcomes: Positive Social-Emotional Skills, Increased Rate of Growth;
- 7a2: Preschool Outcomes: Positive Social-Emotional Skills, Functioning within Age Expectations;
- 7b1: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Increased Rate of Growth;
- 7b2: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations;**
- 7c1: Preschool Outcomes: Use of Appropriate Behaviors, Increased Rate of Growth; and
- 7c2: Preschool Outcomes: Use of Appropriate Behaviors, Functioning within Age Expectations.

Element 7c (1): Preschool Skills Use of Appropriate Behaviors to Meet Needs, Increased Rate of Growth

For the 19-20 monitoring year, Element 7c (1) utilized State Performance Plan Indicator (SPPI) 7c (1). SPPI 7c (1) measures the percent of preschool students with disabilities who demonstrate the use of appropriate behaviors to meet needs at an increased rate of growth*.



Data Location:

SPPI 7c on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What processes are in place to monitor preschool student's development toward the use of appropriate behaviors to meet their needs? Who is involved in these processes?
2. How do IEP teams assess and support preschool student's use of appropriate behaviors to meet their needs?
3. What services are provided when preschool students demonstrate needs related to their use of appropriate behaviors to meet their needs?
4. How is skill development in this area incorporated throughout the school day?
5. What processes are in place to monitor student's progress toward meeting DRDP thresholds?
6. How do service providers foster collaboration between home and school to support the acquisition and use of knowledge and skills?

Supplemental Data

- DRDP reports
- Enrollment data by disability
- Enrollment data over time
- Student data related to growth rate
- Detailed Child Report Data
- Service logs
- Parent input data
- Childcare data reports
- Annual Performance Report (APR) data

Related Processes

- Examining DRDP results as an instructional team
- Assessing student behavior in the classroom
- Collecting classroom-based student data
- Development and implementation of student behavior plans

Element 7c (1): Preschool Skills

User Perspective: Educators

- What strategies do you utilize to teach appropriate behaviors for students to use to meet their needs?
- How would you describe student rate of growth when it comes to the use of appropriate behaviors to meet their needs?
- What successes/challenges have you seen?
- How do you adapt strategies, over time, based on student need?

User Perspective: Students

- Utilize classroom and play observations to gather information about the student's perspective.

User Perspective: Families

- What does your child do to make sure their needs are met (e.g., when they need your attention or a preferred item)?
- How do you feel about your child's use of age-appropriate behaviors?
- How do you feel about their growth around these behaviors?
- What challenges /successes have you observed?
- Is there anything you would like to see added or changed about your child's supports in this area?

* Subparts are as follows:

- 7a1: Preschool Outcomes: Positive Social-Emotional Skills, Increased Rate of Growth;
- 7a2: Preschool Outcomes: Positive Social-Emotional Skills, Functioning within Age Expectations;
- 7b1: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Increased Rate of Growth;
- 7b2: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations;
- 7c1: Preschool Outcomes: Use of Appropriate Behaviors, Increased Rate of Growth;** and
- 7c2: Preschool Outcomes: Use of Appropriate Behaviors, Functioning within Age Expectations.

Element 7c (2): Preschool Skills - Use of Appropriate Behaviors to Meet Needs, Within Age Expectations

For the 19-20 monitoring year, Element 7c (2) utilized State Performance Plan Indicator (SPPI) 7c (2). SPPI 7c (2) measures the percent of preschool students with disabilities who demonstrate the use of appropriate behaviors to meet needs while functioning within age expectations*.



Data Location:

SPPI 7c on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What processes are in place to monitor preschool student's development toward the use of appropriate behaviors to meet their needs? Who is involved in these processes?
2. How do IEP teams assess and support preschool student's use of appropriate behaviors to meet their needs?
3. What services are provided when preschool students demonstrate needs related to their use of appropriate behaviors to meet their needs?
4. How is skill development in this area incorporated throughout the school day?
5. What processes are in place to monitor student's progress toward meeting DRDP thresholds?
6. How do service providers foster collaboration between home and school to support the acquisition and use of knowledge and skills?

Supplemental Data

- DRDP reports
- Enrollment data by disability
- Enrollment data over time
- Student data related to growth rate
- Detailed Child Report Data
- Service logs
- Parent input data
- Childcare data reports
- Annual Performance Report (APR) data

Related Processes

- Examining DRDP results as an instructional team
- Assessing student behavior in the classroom
- Development and implementation of student behavior plans

Element 7c (2): Preschool Skills

User Perspective: Educators

- How do you approach teaching students to use age-appropriate behaviors?
- What strategies do you utilize to teach positive behavior skills?
- What successes/challenges have you seen?
- How do you adapt strategies, over time, based on student need?

User Perspective: Students

- Utilize classroom and play observations to gather information about the student's perspective.

User Perspective: Families

- How do you feel about your child's use of positive behavior skills?
- What challenges and/or successes have you observed?
- When you think about other children your child's age and their use of appropriate behaviors to meet their needs, where do you see your child's areas of strength and challenge?
- Is there anything you would like to see added or changed about your child's supports in this area?

* Subparts are as follows:

- a. 7a1: Preschool Outcomes: Positive Social-Emotional Skills, Increased Rate of Growth;
- b. 7a2: Preschool Outcomes: Positive Social-Emotional Skills, Functioning within Age Expectations;
- c. 7b1: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Increased Rate of Growth;
- d. 7b2: Preschool Outcomes: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations;
- e. 7c1: Preschool Outcomes: Use of Appropriate Behaviors, Increased Rate of Growth; and
- f. 7c2: Preschool Outcomes: Use of Appropriate Behaviors, Functioning within Age Expectations.**

Element 8: Parent Involvement

For the 19-20 monitoring year, Element 8 utilized State Performance Plan Indicator (SPPI) 8: Parent Involvement. SPPI 8 measures the percent of parents with a child receiving special education and related services who reported that the school facilitated parent involvement as a means of improving services and results for children with disabilities.



Data Location:

SPPI 8 on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What structures are in place for engaging parents/guardians in order to facilitate their active participation in the IEP process? What structures are in place to provide opportunities for parents/guardians to access IEP documents to ensure preparation for an IEP meeting?
2. How often are parents informed of their procedural safeguards? What processes are in place to ensure they understand these safeguards?
3. How do we ensure the parent(s) have equitable voice during IEP meetings?
4. What structures are in place to ensure that a parent who speaks a language other than English has full access to the IEP meeting? What is the process to provide documents in a language that is accessible to them?
5. What process is in place to ensure that parents/guardians provide feedback on the school's facilitation of their involvement in the IEP process? How is this response accurately captured in the IEP document?

Supplemental Data

- Parent Survey
- Communication Logs with Parents/Guardians
- CA School Dashboard
- Annual Performance Reports (APR) data
- DataQuest

Related Processes

- Developing IEP meeting norms
- Scheduling IEP meetings
- Process of securing Translation/ Interpretation
- Following up with parents who have not attended an IEP meeting or responded to an IEP meeting invite.

Element 8: Parent Involvement

User Perspective: *Educators*

- How do you feel about the rate of parent/guardian involvement in IEPs?
- What do you believe supports parent/guardian engagement in the IEP process?
- When parents have not been involved, or have not felt involved, what were the barriers they expressed, or that you observed?
- What do you think might improve parent/guardian involvement?

User Perspective: *Students*

- Tell me about your experience in IEP meetings.
- What do you think your role is in these meetings? Your parent's role? Your teacher's role?
- How comfortable do you feel sharing your perspective in your IEP meetings?

User Perspective: *Families*

- Tell me about your experience in IEP meetings.
- How would you describe your relationship with the staff at your child's school?
- What makes you feel involved in the IEP process?
- What might cause you to feel like you cannot participate the way that you would like in the IEP process?
- How familiar are you with the rights and procedural safeguards afforded to you in the IEP process? How did you learn about these protections?

Element 9: Disproportionate Representation of Students with Disabilities by Race or Ethnicity

For the 19-20 monitoring year, Element 9 utilized State Performance Plan Indicator (SPPI) 9: Disproportionate Representation of Students with Disabilities by Race or Ethnicity. SPPI 9 examines the racial or ethnic group for which the LEA has been identified as disproportionate, which corresponds to a Risk Ratio Rate of 3.0 or higher.



Data Location:

SPPI 9 on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. When reviewing your LEA's referral process(es):
 - a. What methods are utilized to track and analyze referrals?
 - b. What was the length of time between referral/initial SST and assessment for special education eligibility?
 - c. What academic interventions are used prior to assessment? How long are they utilized prior to assessment?
 - d. Is the intervention process clearly defined and student progress tracked effectively during interventions?
 - e. What data is utilized to measure the student's response to utilized interventions?
 - f. What social/emotional interventions are used prior to assessment? How long are they utilized prior to assessment?
 - g. Are the interventions being used evidence-based?
2. What structures are in place to ensure that culturally relevant factors are considered when determining a student's eligibility for Special Education?

Supplemental Data

- Data for referral to Special Education
- Academic data by student group
- CA School Dashboard
- Annual Performance Report (APR) data
- DataQuest
- Parent input data
- LEAs implantation of RTI, UDL, and MTSS

Related Processes

- Process to identify trends in referral for special education for specific student groups
- Process of MTSS to Special Education assessment.

Element 9: Disproportionate Representation of Students with Disabilities by Race or Ethnicity

Related Processes, cont.

- Process of incorporating the following in classroom curriculum and teaching:
 - culturally responsive practices
 - trauma-informed practices
 - English Language Acquisition supports

User Perspective: *Educators*

- What trends have you observed in referral and identification for special education? Why do you think that is?
- How do you feel about supports and resources available to meet the needs of students who are struggling to make progress in any area?
- How do you feel the school is doing in meeting the needs of students?
- What does your school do to ensure students of all identities are reflected in the curriculum, and throughout your school community (e.g., events, images, art, etc.)?

User Perspective: *Students*

- How do you feel when you are at school?
- What do you like about being in your class(es)?
- Does anything at school feel hard/challenging?
- What items are there in your classroom, like pictures, stories, books, etc. that reflect your identity/people that look like you or have similar traditions?

User Perspective: *Families*

- How do you feel the school is doing in meeting the needs of your child?
- What would you like to see the school do to continue to meet their needs?
- In what ways have you seen the school demonstrate an understanding and value for diverse cultures and ethnicities?

Element 10: Disproportionate Representation of Students with Disabilities by Race or Ethnicity by Disability

For the 19-20 monitoring year, Element 10 utilized State Performance Plan Indicator (SPPI) 10: Disproportionate Representation of Students with Disabilities by Race or Ethnicity by Disability. SPPI 10 examines the racial or ethnic group for which the Local Educational Agency (LEA) has been identified as disproportionate, which corresponds to a Risk Ratio Rate of 3.0 or higher and by specific disability.



Data Location:

SPPI 10 on the [Annual Performance Report \(APR\)](#); August 14, 2019
SECMS notification



For More Information Visit:

[State Performance Plan Technical Assistance Project](#)

Key Questions:

1. During the referral process, what considerations are made regarding the cultural factors of students? How are these considerations captured during the SST/MTSS process?
2. In looking at the referral process(es)
 - a. What was the length of time between referral/initial SST and assessment for special education eligibility?
 - b. What academic and social/emotional interventions were used prior to assessment, and for how long?
 - c. Are the interventions being used evidence-based?
3. What is the process of ensuring that a student is assessed in all areas of suspected disabilities?
4. What structures are in place to ensure all cultural factors are taken into consideration when assessing a student for special education? How are these considerations documented?
5. What processes are in place to review the eligibility of students eligible for special education?

Supplemental Data

- School culture/climate data
- Social/emotional data (curriculum/assessments)
- Academic data by student group
- CA School Dashboard – comparison to all students or other student groups
- Classroom-level data – student and assignment grades
- Annual Performance Report (APR) data
- Service log and/or pull-out schedules
- Transition Plans
- Student course enrollment data, transcripts, and course of study
- Attendance records
- Discipline data/BIPs

Element 10: Disproportionate Representation of SWD by Race or Ethnicity by Disability

Related Processes

- Process to identify trends in referral for special education for specific student groups
- Process of MTSS to Special Education assessment

User Perspective: *Educators*

- What trends have you observed in referral and identification for special education? Why do you think that is?
- How do you feel about supports and resources available to meet the needs of students who are struggling to make progress in any area?
- How do you feel the school is doing in meeting the needs of students?
- What does your school do to ensure students of all identities are reflected in the curriculum, and throughout your school community (e.g., events, images, art, etc.)?

User Perspective: *Students*

- How do you feel when you are at school?
- What do you like about being in your class(es)?
- Does anything at school feel hard/challenging?
- What items are there in your classroom, like pictures, stories, books, etc. that reflect your identity/people that look like you or have similar traditions?

User Perspective: *Families*

- How do you feel the school is doing in meeting the needs of your child?
- What would you like to see the school do to continue to meet their needs?
- In what ways have you seen the school demonstrate an understanding and value for diverse cultures and ethnicities?

Element: Disproportionality in Discipline

For the 19-20 monitoring year, the Disproportionality in Discipline Element utilized the LEA's 18-19 California Longitudinal Pupil Achievement Data System (CALPADS) data to determine if the Local Educational Agency (LEA) exceeded the risk ratio of 3.0 or higher (or alternate risk ratio) threshold for Disproportionality in Discipline. More specifically, this element addresses disproportionality by race/ethnicity in five categories of discipline. *



Data Location:

August 14, 2019 SECMS notification



For More Information Visit:

[State Performance Plan Technical Assistance Project](#)

Key Questions:

1. What does the data tell you about the disproportionate discipline of student groups, by race and ethnicity?
2. How often is discipline data entered into our student information system?
3. How frequently do special education and general education leaders review our discipline data? How is the data disaggregated (e.g., by student demographics, referral source, suspension reason)?
4. What do our educators, students, and families think about discipline practices at this school?
5. What processes are in place to foster positive behavior supports and interventions for students?
 - a. What are the alternatives to classroom or school removal?
 - b. What social-emotional and behavioral interventions are available? Are they evidence-based?
6. If a student with a disability is experiencing disciplinary referrals, how is the IEP team informed? What are their next steps?

Supplemental Data

- Social/emotional data (curriculum/assessments)
- Grades and assignment completion
- Discipline data and counseling logs
- Attendance records
- Discipline, suspension, expulsion, and Manifestation Determination paperwork
- Behavior Intervention Plans (BIPs) and behavior goals

Related Processes

- Positive Behavior Intervention and Supports (PBIS) system
- Process of monitoring and responding to discipline data

Element: *Disproportionality in Discipline*

Related Processes, cont.

- Process of educating all teachers/staff on implementing consistent behavior policies

User Perspective: *Educators*

- What do you know about the rate of discipline at your school? What trends have you observed?
- How would you describe the effectiveness of current discipline practices?
- How would you describe the way current discipline processes are impacting students?
- What supports do you think school staff may need?
- Is there anything else you would like me to know about discipline at your school?

User Perspective: *Students*

- How do you feel when you are at school?
- What do you like about being in your class(es)?
- Does anything at school feel hard/challenging?
- What would you tell a new student at the school about discipline here?
- Is there anything else you would like me to know about discipline at your school?

User Perspective: *Families*

- What are your thoughts on the school's ability to meet the behavioral needs of students?
- What do you see that is working well?
- Is there anything you would like to see improved upon?

- * This element addresses disproportionality by race/ethnicity in five categories of discipline, as follows:
- For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of 10 days or fewer;
 - For children with disabilities ages 3 through 21, out-of-school suspensions and expulsions of more than 10 days;
 - For children with disabilities ages 3 through 21, in-school suspensions of 10 days or fewer;
 - For children with disabilities ages 3 through 21, in-school suspensions of more than 10 days; and
 - For children with disabilities ages 3 through 21, disciplinary removals in total, including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.

Element: Disproportionality in Placement

For the 19-20 monitoring year, the Disproportionality in Placement Element utilized 18-19 California Longitudinal Pupil Achievement Data System (CALPADS) data to determine if the Local Educational Agency (LEA) exceeded the risk ratio of 3.0 or higher (or alternate risk ratio) threshold for Disproportionality in Placement. More specifically, this element addresses disproportionality by race/ethnicity in two categories of placement (e.g., settings). *



Data Location:

August 14, 2019 SECMS notification



For More Information Visit:

[State Performance Plan Technical Assistance Project](#)

Key Questions:

1. What processes are in place to identify a student that requires more support? In reviewing the processes:
 - a. What was the length of time between referral/initial SST and assessment for special education eligibility?
 - b. What academic interventions were used prior to assessment, and for how long?
 - c. What social-emotional interventions were used prior to assessment, and for how long?
 - d. Are the interventions being used evidence-based?
2. What structures are in place to regularly review a student's placements? What is the process of collecting data to progress monitor a student in a more restrictive environment?
3. When reviewing students who are eligible for special education services, consider the impact of length of time in the current placement and the previous placement:
 - a. What did the IEP team document as the reason for a change in placement?
 - b. What data is available to support the student's placement on the continuum of supports?

Supplemental Data

- Offense/behavior by race/ethnicity
- Referral data
- Academic Data by student group
- CA School Dashboard – comparison to all students to other student groups
- Parent input
- Service logs and/or pull-out schedules
- Transition plans
- Student course enrollment data, transcripts, and course of study
- Attendance records

Element: *Disproportionality in Placement*

Related Processes

- Process for assessing and implementing behavioral supports
- Process for assessing and implementing academic supports
- Process for determining placement in a more restrictive environment

User Perspective: *Educators*

- Tell me about the current placement processes and procedures?
- How do you feel about the data collection process leading up to the change of placement?
- What placement trends have you observed?
- How do you feel your students are doing in this current setting?
- Tell me about the support(s) teachers and/or students receive when working to maintain general education access for students?

User Perspective: *Students*

- Tell me about your experiences at school.
- What do you enjoy about school?
- Who can you go to if you need support at school?
- Who can you go to and share if supports are not working for you?

User Perspective: *Families*

- How do you feel about your child's educational placement?
- What hopes do you have for your child's educational experiences?
- Where do you feel your child would make the most progress?

* This element addresses disproportionality by race/ethnicity in two categories of placement (e.g., settings) as follows:

- *Placements of children with disabilities ages 6 through 21, inside a regular class less than 40 percent of the day;*
- *Placements of children with disabilities ages 6 through 21, inside separate schools and residential facilities, not including homebound or hospital settings, correctional facilities, or private schools.*

Element 11: Timely Eligibility Evaluation

For the 19-20 monitoring year, Element 11 utilized State Performance Plan Indicator (SPPI) 11: Timely Eligibility Evaluation. SPPI 11 measures the percent of students whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation.



Data Location:

SPPI 11 on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What is the process for completing special education assessments within 60 days of parental consent?
2. How are assessments assigned to assessors? What contingency plans are in place if there is a shortage of assessors?
3. What resources do assessors need to complete assessments in a timely manner?
4. Who is responsible for monitoring the progress of assessments during the 60-day timeline? How do they facilitate information sharing among all the assessors?
5. Who is responsible for scheduling IEP meetings? How are the meetings scheduled and records maintained?

Supplemental Data

- Parent Referral data (e.g., parent consent date)
- Initial evaluation date
- Referral process: who receives the most referrals? (e.g., office staff, teachers, school psych, etc.)

Related Processes

- Process of completing SPED assessments within the 60-day timeline
- Procedures for securing additional assessors when needed
- Process of ensuring families are included in the development of the IEP

Element 11: Timely Eligibility Evaluation

User Perspective: *Educators*

- What special education referral processes are in place?
- What is your process for completing assessments within the 60-day timeline?
- What routines/procedures work well to support timely completion of assessments?
- What barriers do you encounter when aiming to meet 60-day timelines?

User Perspective: *Students*

- What was the assessment process like for you?
- How did you find out you would participate in an assessment?
- Tell me about your experience at the IEP meeting.

User Perspective: *Families*

- How have you felt about the assessment process?
- What feedback do you have about the assessment process?
- How were you made aware of your Parent Rights and the Procedural Safeguards?

Element 12: Early Childhood Transition

For the 19-20 monitoring year, Element 12 utilized State Performance Plan Indicator (SPPI) 12: Timely Part B to C Transition. SPPI 12 measures the percent of children referred by the infant program (IDEA Part C) prior to age three, who are found eligible for school age special education services (IDEA Part B) and who have an IEP developed and implemented by their third birthday.



Data Location:

SPPI 12 on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What is the process to ensure students are referred prior to 90 days before their 3rd birthday?
2. What structures are in place to ensure these processes are adhered to?
3. What are the assessment procedures once a child is referred for part B assessment?
4. What is the process for acquiring specialty assessors to conduct assessments?
5. What are the most common reasons that IEP's were not convened before student's 3rd birthdays?
6. What processes are in place to monitor the transition from Part C to Part B?

Supplemental Data

- Comparison of part B and C on CASEMIS historically
- Annual Performance Report (APR) data

Related Processes

- Assessment coordination process between agencies and district
- Referral process for students before 3rd birthday
- Child Find notification process
- Transition process from Part C to Part B
- Assessment for Part B eligibility

User Perspective: *Educators*

- Tell me about the C to B transition process.
- What is working well with the C to B transition process?

Element 12: Early Childhood Transition

User Perspective: *Educators, cont.*

- What barriers are there to completing the C to B transition within the timeline?
- What else would you like to share about this process?
- What changes would you make to the C to B transition process?

User Perspective: *Community organizations/0-2.11 year service providers*

- Tell me about your experience working with [enter LEA name] for the C to B transition process.
- What is working well with the C to B transition process?
- What barriers have you observed?
- What else would you like to share about this process?
- What changes would you make to the C to B transition process?

User Perspective: *Families*

- How has the C to B transition process gone for you and your child?
- How would you describe the district communication throughout the C to B transition process?
- Is there anything else that would help the process feel more supportive?
- What other questions do you have about this transition?

Element 13: Secondary Transition

For the 19-20 monitoring year, Element 13 utilized State Performance Plan Indicator (SPPI) 13: Secondary Transition Goals and Services. SPPI 13 measures the percent of students with disabilities ages 16 and above with an IEP that includes appropriate measurable postsecondary goals annually updated and based on age appropriate transition assessment and services, including courses of study that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.



Data Location:

SPPI 13 on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What processes are in place for conducting Individual Transition Plans (ITPs)? What structures are in place to monitor and ensure that the LEA is meeting compliance outcomes for this element?
2. How do IEP teams ensure that ITPs are developed before a student's 16th birthday?
3. What assessment process is in place for ITPs? Are standard assessments or curricula used for the ITP assessment process?
4. How and when do IEP teams review progress toward postsecondary goals? How frequently are goals updated?
5. What structures are in place to ensure that transition services include a course of study that will enable a student to meet their post-secondary goals?
6. How are students involved in the development and implementation of their ITP?

Supplemental Data

- Students without ITP goals in place
- Rate of students meeting post-secondary goals annually.
- Post-secondary survey completion and outcomes.

Related Processes

- Class scheduling process
- Assessment process for developing ITPs
- Development and implementation of ITPs
- Progress monitoring for transition goals

Element 13: Secondary Transition

User Perspective: *Educators*

- When and how often do you engage students in their ITP?
- What is the process for developing ITPs?
- Are there any areas you feel particularly challenged by or successful with regarding ITPs?
- What is the process for ITP progress monitoring?
- How would you describe the effectiveness/impact of ITPs?

User Perspective: *Students*

- How often do your teachers talk to you about and/or collaborate with you on your ITP?
- What do you think about your ITP?
- What hopes and goals do you have for your future? Do you feel like your ITP supports them?
- Are there any other thoughts you would like to share about your ITP or the ITP process?

User Perspective: *Families*

- When did you become aware that your child would have an ITP as part of their IEP?
- How do you feel about your child's ITP?
- Are you familiar with how your child was considered and engaged in the development of their ITP?
- Is there anything about the ITP process that you would improve or change?

Element 14a: Post School Outcomes- Higher Education

For the 19-20 monitoring year, Element 14a: Post-School Outcomes-Higher Education utilized State Performance Plan Indicator (SPPI) 14, subpart a*. SPPI 14a measures post-school outcomes of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and within one year of leaving high school were enrolled in higher education.



Data Location:

SPPI 14a on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What is the process of monitoring how many students that had IEPs, but are no longer in secondary school, enrolled in higher education within a year?
2. How strong are our community partnerships in the area of post-secondary preparation? For example, partnerships with:
 - a. Community colleges for dual enrollment?
 - b. Local colleges to support enrollment?
 - c. Department of Rehabilitation Services?
 - d. Community programs, internship opportunities, etc.?
3. How well do our students' Individual Transition Plans (ITPs) prepare them for the transition to higher education?
4. What processes are in place to ensure that higher education goals are incorporated in the student's ITP accurately?

Supplemental Data

- Rate of students meeting post-secondary goals annually
- Post-Secondary Survey completion and outcomes
- Ed-data.org - cohort graduation
- UC/CSU eligibility/enrollment data
- Transition plans
- Guidance counselor information
- Student Summary of Performance Documents
- Course of study, course enrollment, and prerequisite enrollment

Related Processes

- Creating and maintaining community partnerships for training, employment, and education
- Maintenance of data collection on post-secondary outcomes
- Development and implementation of ITPs
- Monitoring and assessing progress on Post-Secondary IEP goals
- Monitoring secondary transition services
- Training staff on writing ITPs

Element 14a: Post School Outcomes, Higher Education

User Perspective: *Educators*

- How does your team support students with disabilities' enrollment in higher education?
- What are the successes? Barriers?
- What changes would you make to the processes and paths to higher education that are currently in place?

User Perspective: *Students*

- What would you like to do after high school?
- How do you feel about higher education options?
- What would help you to feel supported and prepared when enrolling in a higher education program?

User Perspective: *Families*

- What supports do you think your student needs in order to enroll in a higher education program?

* SPPI 14: Post-School Outcomes is divided into three subparts (or categories) as follows:

- Higher Education**
- Higher Education or Competitively Employed*
- Any Post-Secondary Education or Employment*

Element 14b: Post School Outcomes- Higher Education or Competitively Employed

For the 19-20 monitoring year, Element 14b: Post-School Outcomes-Higher Education or Employed utilized State Performance Plan Indicator (SPPI) 14, subpart b*. SPPI 14b measures post-school outcomes of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and within one year of leaving high school were enrolled in higher education or competitively employed.



Data Location:

SPPI 14b on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What is the process of monitoring how many students that had IEPs, but are no longer in secondary school, enrolled in higher education within a year?
 - a. What trends are observable within these data sets?
 - b. Of this group of students, how many had higher education as part of their Individual Transition Plan (ITP)?
 - c. Of this group of students, how many had competitive employment as part of their ITP?
2. How strong are our community partnerships in the area of post-secondary preparation? For example, partnerships with:
 - a. Community colleges for dual enrollment?
 - b. Local colleges to support enrollment?
 - c. Department of Rehabilitation Services?
 - d. Community programs, internship opportunities, etc.?
3. How well do our students' ITPs prepare them for the transition to higher education or competitive employment?
4. What processes are in place to ensure that higher education and competitive employment goals are incorporated and addressed in the student's ITP accurately?

Supplemental Data

- Post-Secondary Survey completion and outcomes
- Number of individuals in vocational training
- Number of individuals competitively employed
- UC/CSU eligibility/enrollment data
- Ed-data.org - cohort graduation
- Transition plans
- Student grades and transcripts
- Student Summary of Performance documents
- Guidance counselor information

Element 14b: Post School Outcomes, Higher Education or Competitively Employed

Related Processes

- Creating and maintaining community partnerships for training, employment, and education
- Maintenance of data collection on post-secondary outcomes
- Development and implementation of ITPs
- Monitoring and assessing progress on Post-Secondary IEP goals
- Monitoring secondary transition services
- Training staff on writing ITPs

User Perspective: *Educators*

- How does your team support students with disabilities' enrollment in higher education and/or access competitive employment?
- What are the successes? Barriers?
- What changes would you make to the processes and paths to higher education and/or accessing employment that are currently in place?

User Perspective: *Students*

- What are you interested in doing after high school?
- How do you feel about higher education options? Competitive employment options?
- What would help you to feel supported and prepared when enrolling in a higher education program or accessing competitive employment?

User Perspective: *Families*

- What supports do you think your student needs in order to enroll in a higher education program or access competitive employment?

* SPPI 14: Post-School Outcomes is divided into three subparts (or categories) as follows:

- Higher Education*
- Higher Education or Competitively Employed***
- Any Post-Secondary Education or Employment*

Element 14c: Post School Outcomes- Any Education or Employment

For the 19-20 monitoring year, Element 14c utilized State Performance Plan Indicator (SPPI) 14, subpart c*. SPPI 14c measures post-school outcomes of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and within one year of leaving high school were enrolled in any higher education or in some other postsecondary education or training program or competitively employed or in some other employment.



Data Location:

SPPI 14c on the [Annual Performance Report \(APR\)](#)



For More Information Visit:

[State Performance Plan Indicator \(SPPI\) Guide](#)

Key Questions:

1. What is the process of monitoring how many students that had IEPs, but are no longer in secondary school, enrolled in higher education or another post-secondary education/training program, or are employed within one year?
 - a. What trends are observable within these data sets?
 - b. Of this group of students, how many had higher education as part of their Individual Transition Plan (ITP)?
 - c. Of this group of students, how many had employment as part of their ITP?
2. How strong are our community partnerships in the area of post-secondary preparation? For example, partnerships with:
 - a. Community colleges for dual enrollment?
 - b. Local colleges to support enrollment?
 - c. Department of Rehabilitation Services?
 - d. Community programs, internship opportunities, etc.?
3. How well do our students' ITPs prepare them for the transition to postsecondary education or employment?
4. What processes are in place to ensure that postsecondary education and employment goals are incorporated in the student's ITP accurately?

Supplemental Data

- Post-Secondary Survey completion and outcomes
- Number of students in vocational training
- Number of individuals competitively employed
- UC/CSU eligibility/enrollment data
- Ed-data.org - cohort graduation
- Transition plans
- Student grades and transcripts
- Student Summary of Performance documents
- Guidance counselor information

Element 14c: Post School Outcomes, Any Education or Employment

Related Processes

- Creating and maintaining community partnerships for training, employment, and education
- Maintenance of data collection on post-secondary outcomes
- Development and implementation of ITPs
- Monitoring and assessing progress on Post-Secondary IEP goals
- Monitoring secondary transition services
- Training staff on writing ITPs

User Perspective: *Educators*

- How does your team support students with disabilities' enrollment in higher education and/or accessing employment?
- What are the successes? Barriers?
- What changes would you make to the processes and paths to higher education and/or accessing employment that are currently in place?

User Perspective: *Students*

- What are you interested in doing after high school?
- How do you feel about higher education options? Employment options?
- What would help you to feel supported and prepared when enrolling in a higher education program, or accessing employment?

User Perspective: *Families*

- What supports do you think your student needs to enroll in a higher education program or access employment?

* SPPI 14: Post-School Outcomes is divided into three subparts (or categories) as follows:

- a. *Higher Education*
- b. *Higher Education or Competitively Employed*
- c. **Any Post-Secondary Education or Employment**

Element: Child Find

For the 19-20 monitoring year, the Child Find Element identified any Local Educational Agency (LEA) in which the percent of students (ages 6 years or greater) found eligible for special education and related services was less than 7.23%.



Data Location:

Annual Determination
Notification



For More Information Visit:

[CDE: Special Education Plan \(SEP\)
Monitoring Documents Padlet](#)

Key Questions:

1. What structures are in place to support students in the areas of academic, behavioral, social, emotional, language acquisition?
2. What is the process for determining if a student requires assessment for special education services?
3. How often do school site and district leaders review student data? What types of data are reviewed? How are staff, families, and community partners informed about child find?
4. What assessment procedures are used to determine special education eligibility?

Supplemental Data

- Referral systems, RTI and MTSS
- Assessment and evaluation data
- Intervention and Universal Screening
- Discipline information and referrals
- Parent requests for assessment

Related Processes

- File review for new students
- MTSS/RTI² processes to identify students in need
- Training of staff on child find obligations
- Child find notices and communication

User Perspective: *Educators*

- How do you refer students for intervention strategies when needed?
- How do you feel the special education identification process is working at your school?
- How do you feel about the spectrum of support available to all students at your school?
- What successes with intervention have you experienced or observed? Challenges?

User Perspective: *Students*

- Tell me about your experience at school.
- What do you like about school?
- What do you think about the help you get from teachers at school?
- Would you like more support? If so, what kind?

User Perspective: *Families*

- Tell me about the supports and services available for all students at your child's school?
- How was your experience with the special education referral process?
- How did you feel about how the school staff explained the process and your rights as a parent? Did they talk to you about "child find"?
- How would you describe your understanding of special education eligibility criteria as it pertains to your child?

Element: Chronic Absenteeism

For the 19-20 monitoring year, the Chronic Absenteeism Element is a component of the Special Education Plan for each Local Educational Agency (LEA) identified to participate in Intensive Review. This element utilized CALPADS attendance data.



Data Location:

Annual Determination
Notification



For More Information Visit:

[CDE: Special Education Plan \(SEP\)
Monitoring Documents Padlet](#)

Key Questions:

1. What structures are in place to communicate with families when students are absent? What is the process for documenting this correspondence? What is the process for regularly reviewing absentee data?
2. What consideration(s) will be in place to support a student who has exhibited absenteeism year over year?
3. What are the most common reasons students are absent at our school?
4. What resources and structures are in place for families who demonstrate need in getting their students to school consistently?

Supplemental Data

- Chronic Absenteeism Dashboard Data
- Discipline Data (e.g., suspensions/office referrals)
- Interventions and Universal Screening
- Parent Input
- Policy and Procedures
- Annual Performance Report Data

Related Processes

- Process of documenting absences
- Follow-up procedure with families and students when an absence occurs

User Perspective: *Educators*

- What patterns do you see with student attendance?
- What have you seen work well for supporting student attendance?
- What barriers have you encountered? Have you been able to solve for any of them?

Element: Chronic Absenteeism

User Perspective: *Educators*

- How do you support families with consistent attendance?

User Perspective: *Students*

- Tell me about your experience at school.
- How do you feel when you miss school?
- What would help you get to school consistently?
- What feels hard about getting to school?

User Perspective: *Families*

- How do you feel about your child's school?
- Who at the school do you have positive relationships with?
- How do you feel about your child's attendance?
- What challenges have you faced with getting your child to school? Is there anything you feel school staff might do to provide support for these challenges?