

Notable Changes to California's State Performance Plan

The State Performance Plan (SPP) is a six-year plan submitted to the U.S. Department of Education, Office of Special Education Programs (OSEP) by the California Department of Education (CDE). The SPP includes 17 measures referred to as indicators, which are determined by OSEP and are related to either IDEA compliance or student performance. Within the SPP, each state must set rigorous and measurable annual targets for each of the 17 indicators. The CDE is required to report the state's progress on targets in an annual update referred to as the Annual Performance Report (APR). In a similar process, the CDE's Special Education Division (SED) uses indicators 1-14 to measure outcomes for each Local Educational Agency (LEA) shared annually in each LEA's local-level APR.

The previous SPP spanned school years 2013-14 through 2018-19 with extension targets for the 2019-20 school year. A new SPP spanning school years 2020-21 through 2025-26 was developed by the CDE and approved by the State Board of Education in November 2021.

The release of the new SPP included changes to several indicators as determined by OSEP. In order to support LEA's in the analysis of their APR data, this handout provides an at-a-glance summary of notable changes to indicators 1-14 included in an LEA's local-level APR. For more information on a specific indicator, please refer to the corresponding indicator handout provided within this guide.

Indicator Number	Summary of Notable Changes (20-21 through 25-26 SPP)
Indicator 1	The graduation calculation now uses a one-year calculation and will no longer use the four-year adjusted cohort rate.
Indicator 2	No changes for California. While OSEP is now limiting States to only using a one-year calculation, this change does not affect California as this indicator is already calculated that way.
Indicator 3	Indicator 3 is the indicator with the most significant changes. OSEP removed a sub indicator that was no longer being reported, altered how proficiency rates are reported (3b, 3c), and added a sub indicator to track proficiency rate gaps (3d). The other notable change is that these rates will only be calculated for grades 4, 8, and 11.
Indicator 4	There were no notable changes to either the measurement or calculation for this indicator. OSEP made language changes such as "district" to "local educational agency".
Indicator 5	To align with the federal data collection file specifications, states now must include five-year-olds who are enrolled in kindergarten (and transitional kindergarten in California) in the calculation.
Indicator 6	There are two changes to this indicator: 1. The removal of five-year-old's who are in kindergarten or transitional kindergarten (now included in indicator 5). 2. The addition of the third subcategory- 6c: Home. While data for this setting has always been collected it has never been reported before in the SPP/APR.
Indicator 7	OSEP made no changes to this indicator.
Indicator 8	There were no changes to the calculation or measurement for this indicator. When reporting the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services, States must choose a secondary category in addition to race and ethnicity (which is already reported).
Indicator 9	OSEP made no changes to this indicator.
Indicator 10	OSEP made no changes to this indicator.
Indicator 11	OSEP made no changes to this indicator.



Indicator Number	Summary of Notable Changes (20-21 through 25-26 SPP)
Indicator 12	OSEP made no changes to this indicator.
Indicator 13	OSEP made no notable changes to either the measurement or calculation of this indicator. OSEP did clarify that there must be evidence, if appropriate, that a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP meeting.
Indicator 14	There were no notable changes to the calculation or measurement for this indicator. When reporting the extent to which the demographics of respondents are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, States had to choose a secondary category in addition to race and ethnicity. The CDE already reported disability category prior to this new requirement. Race and ethnicity will be added to this analysis.

Source: California State Board of Education November 2021 Agenda, Item 18. New Targets for State Performance Plan Indicators in the Annual Performance Report for Part B of the Individuals with Disabilities Education Act of 2004, covering program years 2020-21 through 2025-26. Retrieved from: <https://www.cde.ca.gov/be/ag/ag/yr21/agenda202111.asp> (item 18).

