

NEW State Performance Plan

# State Performance Plan Indicator Guide

*A Resource for Understanding the California State  
Performance Plan Indicators*

Companion to the 2020-2021 Annual Performance Report  
Updated November 2022



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## Document Updates:

The State Performance Plan Indicator (SPPI) Guide will be periodically updated to reflect changes in the field as they arise. Therefore, it is recommended that the online version be utilized whenever possible by visiting <https://systemimprovement.org/resources>. A brief summary of notable changes that have occurred since the previous 2021 SPPI Guide release (companion to the 2019-2020 APR) is included below:

**NEW 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 previous SPP spanned Federal Fiscal Years (FFY) 2013-2018 (school years 2013-2014 to 2018-2019) with extension targets for the 2019-2020 school year. Final recommendations for the new SPP spanning school years 2020-2021 through 2025-2026 were proposed to the State Board of Education and were approved in November 2021. This version of the SPPI Guide is designed to accompany the 2020-2021 Annual Performance Report (APR). To view a summary of notable changes to the SPP for the 2020-2021 through 2025-2026 school years, please see [Appendix C](#).

**Changes to Least Restrictive Environment (LRE) calculations for 5-year-olds:** The U.S. Department of Education has made changes to how 5-year-olds are included in LRE calculations for APR reporting. Beginning with the 2020-2021 school year, 5-year-olds in kindergarten (including transitional kindergarten in the state of California) will be included in the calculation for Indicator 5: Educational Environments. Five-year-olds in kindergarten or transitional kindergarten are no longer included in the Indicator 6: Preschool LRE indicator calculation. This update is reflected in the indicator 5 and 6 handouts within this guide. Additionally, helpful decision trees for reporting educational environments for students based on age, grade level, and level of support have been added as [Appendix D](#) & [Appendix E](#).

**SPPI Guide Versions and Updates:** A distinct version of the SPPI Guide is released annually to accompany the release of local-level APRs. Both the date of the SPPI Guide's release and the aligned APR year are included on the SPPI Guide cover. It is recommended that users of the guide refer to the date on the cover before use. All versions of the Guide can be downloaded by visiting: <https://systemimprovement.org/resources>. Note: To ensure users of this guide have access to the most up-to-date information relevant to APR analysis, updates may occur to the guide throughout the year. If this occurs, an "updated on" date will be included on the cover to reflect when those changes were made. Only the most recently updated version will be made available on the SIL website listed above.



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This resource was developed by the System Improvement Leads (SIL) project. SIL is supported by the California Department of Education and the California Collaborative for Educational Excellence. Accessibility Support: If you require assistance accessing this document, please email [info@systemimprovement.org](mailto:info@systemimprovement.org).

# Table of Contents

Introduction to the State Performance Plan Indicator Guide . . . . .	1
Getting to Know the State Performance Plan . . . . .	3
Making Connections to the State Performance Plan Indicators . . . . .	5
<b>State Performance Plan Indicator Handouts:</b>	
Indicator 1: Graduation Rate . . . . .	11
Indicator 2: Dropout Rate . . . . .	13
Indicator 3a: Participation Rate for Students with IEPs . . . . .	15
Indicator 3b: Proficiency Rate for Students with IEPs Against Grade Level Academic Standards . . . . .	17
Indicator 3c: Proficiency Rate for Students with Disabilities Against Alternative Academic Achievement Standards . . . . .	19
Indicator 3d: Gap in Proficiency Rates . . . . .	21
Indicator 4a: Discipline Rate: Overall . . . . .	23
Indicator 4b: Discipline Rate by Race or Ethnicity . . . . .	25
Indicator 5a: Education Environments, 80% Or More of the Day . . . . .	27
Indicator 5b: Education Environments, Less Than 40% of the Day. . . . .	29
Indicator 5c: Education Environments, Separate Setting . . . . .	31
Indicator 6a: Preschool Least Restrictive Environments, Regular Setting . . . . .	33
Indicator 6b: Preschool Least Restrictive Environments, Separate Setting . . . . .	35
Indicator 6c: Preschool Least Restrictive Environments, Home Setting. . . . .	37
Indicator 7a: Preschool Outcomes: Positive Social-Emotional Skills . . . . .	39
Indicator 7b: Preschool Outcomes: Acquisition and Use of Knowledge and Skills. . . . .	41
Indicator 7c: Preschool Outcomes: Use of Appropriate Behaviors . . . . .	43
Indicator 8: Parental Involvement . . . . .	45
Indicator 9: Disproportionate Representation: Overall. . . . .	47
Indicator 10: Disproportionate Representation by Disability Categories . . . . .	49
Indicator 11: Child Find . . . . .	51
Indicator 12: Early Childhood Transition . . . . .	53
Indicator 13: Secondary Transition . . . . .	55
Indicator 14a: Post-School Outcomes: Higher Education . . . . .	57

Indicator 14b: Post-School Outcomes: Higher Education or Competitively Employed . . . . .	59
Indicator 14c: Post-School Outcomes: Post-Secondary Education or Employed . . . . .	61
<b>Appendices:</b>	
Appendix A: District of Special Education Accountability (DSEA) and Reporting LEA . . . . .	65
Appendix B: State Performance Plan Indicators At-A-Glance . . . . .	67
Appendix C: Notable Changes to California's State Performance Plan (SPP) . . . . .	69
Appendix D: Decision Tree for Reporting Educational Environments for Students with IEPs Ages 3 and 4 (Regardless of Grade Level) and 5-Year-Olds in Preschool . . . . .	74
Appendix E: Decision Tree for Reporting Educational Environments for Students with IEPs Ages 5 (K or TK) through 21 . . . . .	75

# Introduction to the State Performance Plan Indicator Guide

The State Performance Plan Indicator Guide provides convenient access to information on the California State Performance Plan Indicators. This version of the SPPI Guide was initially released in November 2022 to align with the new California State Performance Plan spanning the 2020-2021 through 2025-2026 school years. This resource includes a collection of individual handouts for each of the 14 State Performance Plan indicators reported in the local-level Annual Performance Report (APR), as shown below. Each handout will outline the essential elements of the specified indicator, including definition, data source, calculation, targets, and connections to related processes. The goal of this guide is to support school leaders in analyzing the wide range of valuable data provided within the APR in order to improve the quality of education for all students, with an emphasis on students with disabilities. For this reason, a distinctive version of the SPPI Guide will be released annually to align with the current year APR. Additional information and tips on the use of this guide are included below:



### Comprehensive Guide

Use this document in its entirety for a comprehensive guide to understanding the local-level State Performance Plan indicators.



### SPP Indicators At-A-Glance

Refer to [Appendix B](#) for a helpful one-page, two-sided quick guide to the 14 local-level State Performance Plan indicators.



### Individual Grab-and-Go Handouts

Each indicator handout and appendix resource is provided in a one-page, two-sided format to allow for easy grab-and-go use of the specific information you need.



### Access Updates Online

This document will be periodically updated as new information becomes available. To access the most recent version, please visit <https://systemimprovement.org/resources>.



**Submit Your Feedback:** As the user of this guide, your feedback is essential. Please use the following link to provide feedback on this resource: [www.surveymonkey.com/r/sil-sppi-guide-user-feedback](http://www.surveymonkey.com/r/sil-sppi-guide-user-feedback).



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# Getting to Know the State Performance Plan

## State Performance Plan: At-A-Glance



IDEA requires that each state develop and submit an SPP every six years.



The SPP includes 17 indicators determined by OSEP based on requirements of IDEA.



Once a year, the CDE is required to collect state-wide data on each indicator and report performance to OSEP in a **state-level APR**.



Using a similar process, the CDE, Special Education Division (SED) uses indicators 1-14 to measure the outcomes and compliance of each Local Educational Agency<sup>1</sup> (LEA) within the state.



Once a year, the CDE uses data collected for each LEA and reports results in a **local-level APR**.



SPP/APR and the California School Dashboard are separate reporting processes.



Data on selected SPP and Dashboard indicators is used to inform CDE's special education monitoring activities.

## State Performance Plan: An Overview

The **Individuals with Disabilities Education Act (IDEA)**

requires that the U.S. Department of Education, Office of Special Education Programs (OSEP) monitor states' implementation of IDEA. In order to do so, each state is required to develop and submit a **State Performance Plan (SPP)**. The State Performance Plan is a six-year plan that includes 17 measures referred to as **indicators**. The indicators are determined by OSEP and are related to either IDEA compliance or student performance. Within the SPP, the state must set rigorous and measurable annual targets for each of the 17 indicators. States must report their progress in relation to these targets in an annual update referred to as the **Annual Performance Report (APR)**.



## State Performance Plan Indicators: A Closer Look

The State Performance Plan includes 17 state-level indicators drawn from components of IDEA. With the exception of indicator 17, all indicators are divided into two types: **compliance indicators** and **performance indicators**. Compliance indicators focus on whether a specific requirement of IDEA was met. Therefore, targets for compliance indicators are set at either 0 or 100 percent. Performance indicators focus on student and family outcomes. Targets for performance indicators vary and are determined by each state. A list of the 17 state-level indicators by type is included below:

SPP Compliance Indicators	SPP Performance Indicators
4b: Discipline Rate by Race/Ethnicity	1: Graduation Rate
9: Disproportionate Representation	2: Dropout Rate
10: Disproportionate Representation by Disability	3: Statewide Assessment
11: Child Find	4a: Discipline Rate: Overall
12: Early Childhood Transition	5: Education Environments
13: Secondary Transition	6: Preschool Least Restrictive Environment
	7: Preschool Outcomes
	8: Parent Involvement
	14: Post-School Outcomes
	15: Resolution Sessions <sup>2</sup>
	16: Mediation <sup>2</sup>
	17: State Systemic Improvement Plan <sup>2</sup>

<sup>1</sup>The term LEA refers to school districts, county offices of education, and charter schools. As of SY 17-18, all charter schools receive a local-level APR.

<sup>2</sup>The SPP Indicator Guide is intended as a local-level resource, therefore handouts are not included for indicators 15-17.

## Data Collection and Reporting

Data for each State Performance Plan indicator is reported by either the **District of Special Education Accountability (DSEA)** (previously known as District of Residence) or the **Reporting LEA** (previously known as District of Service). Consideration of which entity is responsible for reporting data is particularly helpful for LEAs with students placed in other district, county, or charter school programs through the IEP process. Comprehensive definitions of DSEA and Reporting LEA are provided in [Appendix A](#) of this guide. Please note that LEAs with students attending a nonpublic school or residential program maintain status as both the DSEA and Reporting LEA for those students. Therefore, students attending a nonpublic or residential program will be included in the LEA's State Performance Plan indicator calculations. Please refer to the indicator handouts for information on whether a specific indicator is reported by the DSEA or Reporting LEA.

## Annual Performance Report: One Name, Two Reporting Processes

The APR is prepared by the California Department of Education (CDE) each year to report progress on annual targets set in the State Performance Plan. Based on the data collected, CDE prepares two reports: a state-level APR that is provided to OSEP and a local-level APR provided to LEAs. Please see below for more information on each report.

### State-Level APR

Each year, states are required to collect data on each SPP indicator and report performance to OSEP in a state-level APR. Performance is based on whether the state as a whole has met the designated target outlined in the SPP. OSEP uses the information included in the SPP and APR to determine if the state has met requirements or requires assistance and/or further intervention.



*The CDE collects data annually on each of the SPP indicators and prepares two reports.*

### Local-Level APR

The CDE uses an aligned APR process to measure the outcomes and compliance of each individual LEA within the state using 14 of the SPP indicators (excluding state-level indicators 15, 16, and 17). In addition to determining compliance status, the reports provide information that can be used by school leaders to examine programs and focus efforts in areas of needed improvement.

## Examining Indicators within the Local-Level Annual Performance Report (APR)

The goal of the State Performance Plan Indicator Guide is to support school leaders in analyzing the wide range of valuable data provided within the local-level APR in order to improve the quality of education for all students, with an emphasis on students with disabilities. For this reason, a unique version of the SPPI Guide will be released annually to align with the current year APR. For information on the indicators included within your LEA's APR, please refer to the indicator handouts included in this guide. As a reminder, this resource will be updated to reflect changes to the California State Performance Plan indicators, data sources, and calculations as they arise. It is recommended that the online version be utilized whenever possible by visiting:

<https://systemimprovement.org/resources>.





# Making Connections to the State Performance Plan Indicators

The State Performance Plan and subsequent Annual Performance Reports (APRs) are one of multiple federal, state, and local monitoring and accountability processes. Therefore, each indicator handout included in this guide will include a **Making Connections** section to illustrate the possible relationship between the State Performance Plan indicator and related processes (*Figure 1*). **The Local Control Funding Formula/Local Control Accountability Plan (LCFF/LCAP), California School Dashboard, and the California Department of Education's (CDE's) special education monitoring activities** each serve a unique purpose with a common goal of improving educational outcomes for students. Therefore, each Making Connections section will highlight related LCAP priorities, Dashboard indicators, and Special Education Monitoring activities, when applicable.

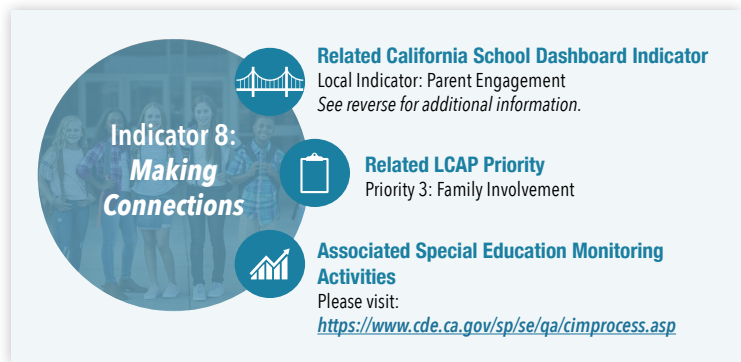


Figure 1: Making Connections Section Sample

## State Performance Plan Indicators and Local Control Accountability Plan Development

The Local Control Funding Formula (LCFF) is California's current funding system. Under the LCFF, all Local Educational Agencies (LEAs) are required to prepare and submit a Local Control Accountability Plan (LCAP) with input from a variety of stakeholders. The LCAP provides a template for LEAs to set goals, plan actions, and leverage resources to improve student outcomes in ten state and local priority areas. Please note that priorities 9 and 10 apply to County Offices of Education (COEs) only.

Analysis of State Performance Plan indicator data may support identifying areas of need or growth during the planning stages of LCAP development. Therefore, when applicable, potential connections between a specific indicator and a related LCAP priority will be provided within the Making Connections section of each indicator handout. Please note that the potential connections to LCAP priorities within this guide are included for consideration only and are not prescriptive.

LCFF/LCAP Priorities									
Parent Involvement (Priority 3)	School Climate (Priority 6)	Student Engagement (Priority 5)	Basic Services (Priority 1)	State Standards (Priority 2)	Course Access (Priority 7)	Expelled Pupils (Priority 9: COE only)	Foster Youth (Priority 10: COE only)	Student Outcomes (Priority 8)	Student Achievement (Priority 4)
Engagement			Conditions of Learning				Student Outcomes		

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system which utilizes its own unique set of indicators for monitoring and reporting. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences in the calculation methodologies and targets for the two sets of



accountability indicators. When examined together, the State Performance Plan and Dashboard indicators provide invaluable information about educational access for students with disabilities<sup>1</sup> and ensures that their experiences are considered among data for all students. In cases where a State Performance Plan indicator shares similarities with a Dashboard indicator, the individual handouts included in this guide will provide a summary comparison table to support in navigating differences and similarities between the two indicator types. For more information on the California School Dashboard, visit [www.caschooldashboard.org](http://www.caschooldashboard.org). Please note that 2020-2021 Dashboard indicators and selected SPP indicators were impacted by disruptions related to the COVID-19 pandemic. Refer to the [Document Updates](#) section and individual indicator handouts for more information.

	State Performance Plan	California School Dashboard (Not reported for the 20-21 SY)
<b>Description</b>	Federal process required by IDEA, specific to students with disabilities.	An online tool that provides information on multiple measures of school success for all students, not specific to students with disabilities.
<b>Origin of Indicators</b>	17 federal indicators drawn from IDEA Part B.	11 state and local indicators drawn from the ten priority areas of the Local Control Funding Formula (LCFF) and approved by the State Board of Education (SBE).
<b>Indicator Types</b>	Compliance and Performance Indicators (please see the Getting to Know the State Performance Plan Indicators document).	State indicators: based on data collected consistently across the state. Local indicators: based on data collected and reported by LEAs using SBE-approved self-reflection tools.
<b>Results</b>	Results are provided annually to school districts, county offices of education, and charter schools <sup>2</sup> within the local-level APR. SPP indicators are measured in relation to targets aligned with IDEA and approved by the SBE. For more information on targets, please refer to the individual indicator handouts included in this guide.	Results are updated annually on the Dashboard website. Dashboard state indicators utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). For local indicators, SBE-approved standards are used to support an LEA in both measuring and reporting progress. The LEA will select Met or Not Met based on whether the standard for a local indicator was achieved.

## State Performance Plan Indicators and the CDE Special Education Monitoring Activities

Data reported on the State Performance Plan indicators and California School Dashboard indicators provides the CDE with the information needed to measure student outcomes and Local Educational Agency (LEA) compliance. Given the disruption to the education processes in recent years related to the COVID-19 pandemic, much of the data typically used to select LEAs for monitoring activities is either unavailable or truncated. Due to these extenuating circumstances, the CDE Special Education Division used alternative selection criteria for special education monitoring for the 2021-2022 monitoring year. Furthermore, the CDE made updates to its monitoring processes beginning in the 2021-2022 school year, including changes to how LEAs are selected and engage in monitoring activities. Additional information on special education monitoring activities is included in the resources below:

Resource	Webpage
Targeted 2:	<a href="https://www.cde.ca.gov/sp/se/qa/targetedlevel2.asp">https://www.cde.ca.gov/sp/se/qa/targetedlevel2.asp</a>
Targeted 3:	<a href="https://www.cde.ca.gov/sp/se/qa/targetedlevel3.asp">https://www.cde.ca.gov/sp/se/qa/targetedlevel3.asp</a>
Intensive 1:	<a href="https://www.cde.ca.gov/sp/se/qa/intensivelevel1.asp">https://www.cde.ca.gov/sp/se/qa/intensivelevel1.asp</a>
Intensive 2:	<a href="https://www.cde.ca.gov/sp/se/qa/intensivelevel2.asp">https://www.cde.ca.gov/sp/se/qa/intensivelevel2.asp</a>
Intensive 3:	<a href="https://www.cde.ca.gov/sp/se/qa/intensivelevel3.asp">https://www.cde.ca.gov/sp/se/qa/intensivelevel3.asp</a>
Significant Disproportionality:	<a href="https://www.cde.ca.gov/sp/se/qa/sigdisp.asp">https://www.cde.ca.gov/sp/se/qa/sigdisp.asp</a>



## Additional Resources

For more information on the topics included in this section, please reference the table below.

<p><b>State Performance Plan and Annual Performance Report</b></p>	<p>U.S. Department of Education information on IDEA SPP/APR: <a href="https://sites.ed.gov/idea/spp-apr/">https://sites.ed.gov/idea/spp-apr/</a>            California's State Performance Plan: <a href="https://www.cde.ca.gov/sp/se/qa/index.asp">https://www.cde.ca.gov/sp/se/qa/index.asp</a>            California's State-Level APRs: <a href="https://www.cde.ca.gov/sp/se/qa/apr.asp">https://www.cde.ca.gov/sp/se/qa/apr.asp</a>            Local-Level APRs: <a href="https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a></p>
<p><b>LCFF/LCAP</b></p>	<p>LCFF Priorities Whole Child Resource Map: <a href="https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp">https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp</a>            CDE LCFF Overview and Information: <a href="https://www.cde.ca.gov/fg/aa/lc/">https://www.cde.ca.gov/fg/aa/lc/</a></p>
<p><b>California School Dashboard</b></p>	<p>CDE California School Dashboard and System of Support page: <a href="https://www.cde.ca.gov/ta/ac/cm/">https://www.cde.ca.gov/ta/ac/cm/</a>            California School Dashboard Website: <a href="https://www.caschooldashboard.org">https://www.caschooldashboard.org</a>            California School Dashboard Technical Guide:  <a href="https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf">https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf</a></p>
<p><b>Special Education Monitoring Activities</b></p>	<p>CDE Quality Assurance Process page: <a href="https://www.cde.ca.gov/sp/se/qa/">https://www.cde.ca.gov/sp/se/qa/</a>            CDE Services and Resources page: <a href="https://www.cde.ca.gov/sp/se/sr/">https://www.cde.ca.gov/sp/se/sr/</a></p>
<p><b>Data Tools</b></p>	<p>System Improvement Leads Improvement Data Center (IDC):  <a href="https://apriindicators.systemimprovement.org/">https://apriindicators.systemimprovement.org/</a></p>

<sup>1</sup> Students with disabilities refers specifically to students with IEPs and does not include students served through Section 504 plans.

<sup>2</sup> As of SY 17-18, all charter schools, regardless of their status as an LEA for purposes of special education, will receive a local-level annual performance report.



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# State Performance Plan Indicator Handouts



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# 1

## State Performance Plan Indicator 1: Graduation Rate

Indicator 1 is a performance indicator that measures the percent of students with individualized education programs (IEPs) graduating from high school with a regular diploma.

### Which Local Educational Agencies (LEAs) receive results for this indicator?

The LEA designated as the District of Special Education Accountability for students with disabilities in grades 9-12 will receive results for Indicator 1.

### What is the data source?

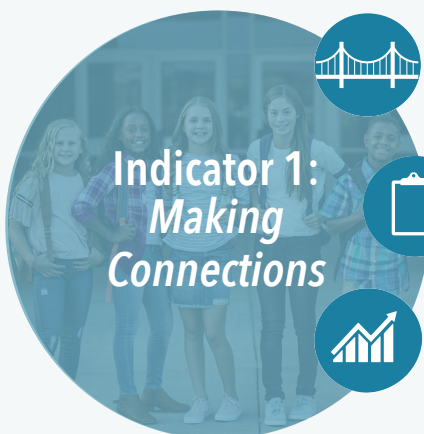
Indicator 1 utilizes California Longitudinal Pupil Achievement Data System (CALPADS) End of Year 3 (EOY 3) data. The specific fields used for calculating Indicator 1 are Student Exit Reason Code and District of Special Education Accountability. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Results are calculated by dividing the number of students with IEPs who graduate high school in four years with a regular diploma by the number of students with IEPs who form the adjusted cohort for the graduating class, multiplied by 100. The four-year adjusted cohort is based on the number of students who enter grade 9 for the first time. The cohort

is then adjusted by adding any student who transfers in during grade 9 or during the next three years, and subtracts any student who transfers out, moves to another country, transfers to a prison or juvenile facility, or dies during that same period.\*

$$\left( \frac{\text{\# of students with IEPs who graduate high school in 4 years with a regular diploma}^*}{\text{\# of students with IEPs who form the adjusted cohort for the graduating class}^*} \right) \times 100$$



#### Related California School Dashboard Indicator

State Indicator: High School Graduation Rate  
*Refer to the following page for additional information.*

#### Related LCAP Priority

Priority 5: Student Engagement

#### Associated Special Education Monitoring Activity

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:  
<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



## What is the target for Indicator 1: Graduation Rate?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 1, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 1: Graduation Rate and the California Dashboard Graduation Rate Indicator.

	SPP Indicator 1: Graduation Rate	Dashboard Indicator: Graduation Rate (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures the percent of students with IEPs graduating from high school with a regular diploma.	State indicator that measures the percent of all students who attend a comprehensive high school and graduate with a regular high school diploma within four years of entering grade 9. In addition to the overall graduation metric, several student group reports, including one for students with disabilities (SWD), are available for this indicator.
<b>Participants</b>	Students receiving special education and related services ages 14-21.	All students.  For the SWD student group, SWD are defined as students who are marked as SWD at any time during the four-year cohort.
<b>Data Source</b>	CALPADS EOY 3.	CALPADS.
<b>Calculation</b>	Number of students with IEPs who graduate high school in four years, with a regular diploma, divided by the number of students with IEPs who form the adjusted cohort for the graduating class. Note: five-year graduates are not included in this calculation.*	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. Status Calculation: Number of combined four- and five-year graduates divided by the total number of students in the four-year cohort plus the number of five-year graduates. Change calculation for comprehensive high school: Most recent Graduation Rate minus previous year Graduation Rate.
<b>Results</b>	SPP performance indicators are measured in relation to targets approved by the SBE and summarized in the LEA-level APR. APRs are publicly accessible at: <a href="https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Dashboard state indicators, utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Results are updated annually and are publicly accessible at: <a href="https://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>

\*The Indicator 1 data source, calculation, and target for the 2020-2021 APR utilized 2019-2020 metrics to maintain consistency for graduation rate while transitioning to the current State Performance Plan. For questions regarding the Indicator Reports, please contact the Focused Monitoring and Technical Assistance Consultant assigned to the LEA or contact the CDE Special Education Division at 916-445-4613.





# 2

## State Performance Plan Indicator 2: Dropout Rate

Indicator 2 is a performance indicator that measures the percent of students with disabilities ages 14-21 who exited special education services by dropping out of high school.

### Which Local Educational Agencies (LEAs) receive results for this indicator?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 14-21 will receive results for Indicator 2.

### What is the data source?

Indicator 2 utilizes California Longitudinal Pupil Achievement Data System (CALPADS) End of Year 3 (EOY 3) data. The specific fields used for calculating Indicator 2 are Student Exit Reason Code and District of Special Education Accountability. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Dropout rates are calculated from data reported for students with disabilities ages 14-21, resulting in an annual (one-year) dropout rate. This rate estimates the percent of students who would drop out in a four-year period based on data collected for a single year.

Results are calculated by dividing the number of students receiving special education and related services (ages 14-21) who exited special education due to dropping out by the total number of students receiving special education and related services (ages 14-21) who left high school, multiplied by 100.

$$\left( \frac{\text{\# of students receiving special education and related services (ages 14-21) who exited special education by dropping out}}{\text{Total \# of students receiving special education and related services (ages 14-21) who left high school}} \right) \times 100$$



#### Related California School Dashboard Indicator

No related Dashboard indicator

#### Related LCAP Priority

Priority 5: Student Engagement

#### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:

<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



## What is the target for Indicator 2: Dropout Rate?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 2, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.



# 3

## State Performance Plan Indicator 3a: Participation Rate for Students with IEPs

Indicator 3a measures the participation rate of students with disabilities in grades 4, 8, and 11 on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and Math, calculated separately.

### What are the components of Indicator 3?

Indicator 3 utilizes four components to measure the participation and performance of students with disabilities on statewide assessments. This handout will focus solely on indicator 3a.

- 3a Participation Rate
- 3b Proficiency Rate, Grade Level Standards
- 3c Proficiency Rate, Alternate Standards
- 3d Gap in Proficiency Rate

### Which Local Educational Agencies (LEAs) receive results for Indicator 3a?

The LEA designated as the Reporting LEA for students in grades 4, 8, or 11 will receive results for Indicator 3a. This includes students who participated in the Smarter Balanced Assessment Consortium (SBAC) and the California Alternate Assessment (CAA).

### What is the data source?

Indicator 3a utilizes data from the CAASPP file provided to the California Department of Education (CDE). This indicator is reported by the Reporting LEA.

### How are results calculated?

Results for Indicator 3a are calculated by dividing the number of students with IEPs participating in an assessment by the total number of students with IEPs enrolled during the testing window. The result is then multiplied by 100. **Results are calculated separately for ELA and math by grades 4, 8, and 11.**

The participation rate is based on all students with IEPs enrolled during the testing window, including students with IEPs not enrolled for a full academic year.

$$\left( \frac{\text{\# of students with IEPs who took the SBAC or CAA for ELA}^{1,2}}{\text{Total \# of students with IEPs enrolled during the testing window}^3} \right) \times 100$$

$$\left( \frac{\text{\# of students with IEPs who took the SBAC or CAA for Math}^1}{\text{Total \# of students with IEPs enrolled during the testing window}^3} \right) \times 100$$

<sup>1</sup>Students coded in the CAASPP file as having a **medical exemption** are **excluded** from both the **ELA** and **Math** calculations.

<sup>2</sup>Students coded in the CAASPP file as being **English language learners enrolled** in a school for **fewer than 12 months** are **excluded** from the **ELA** calculation.

<sup>3</sup>Students who do not participate for any other reason, including parent waiver, are **included** in the participation rate calculation. Although the state of CA allows parents to waive state testing, the Federal Education Department does not recognize parent waivers. As such, these students must be included in participation calculations.





**Related CA Dashboard Indicator**  
State Indicator: Academic Performance



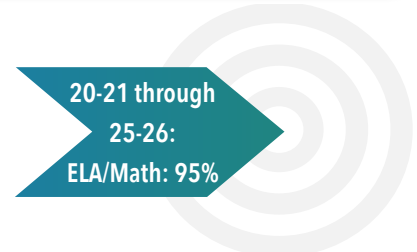
**Associated Special Ed Monitoring Activities**  
Please visit: <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



**Related LCAP Priorities**  
4: Student Achievement  
7: Course Access  
8: Student Outcomes

### What is the target for Indicator 3a?

The California State Performance Plan established a target of 95% participation in ELA and Math for grades 4, 8, and 11 for school years 20-21 through 25-26. Indicator targets may adjust; therefore, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by clicking on the APR Measures link on the Data Collection and Reporting section of CDE's website at <https://www.cde.ca.gov/sp/se/ds/leadatarts.asp>.



### Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 3a: Participation Rate for Students with IEPs and the California Dashboard Academic Performance Indicator.

	<b>SPP Indicator 3a: Statewide Assessment Participation Rate</b>	<b>Dashboard Indicator: Academic Performance</b> <i>(Not reported for the 20-21 school year)</i>
<b>Description</b>	Performance Indicator that measures the participation rate of students with disabilities grades 4, 8, and 11 on the CAASPP in ELA and Math, calculated separately. Includes students who participated in the Smarter Balanced Assessment Consortium (SBAC) and the California Alternate Assessment (CAA).	State indicator that measures student performance on the CAASPP for English language arts/literacy (ELA) and mathematics, calculated separately. Participation rate is not a stand-alone indicator but is one component of the Academic Performance calculation. Participation rates lower than 95% result in a negative adjustment of the performance level.
<b>Participants</b>	Students with disabilities (SWD). SWD is defined as students with IEPs at the time of the test.	All students. For the SWD student group, SWD are defined as students who had an IEP during the relevant school year or took the CAA.
<b>Data Source</b>	CAASPP.	CAASPP and CALPADS.
<b>Calculation</b>	Number of students with IEPs participating in an assessment divided by the total number of students with IEPs enrolled during the testing window, multiplied by 100. Calculated separately for ELA and math by grades 4, 8, and 11.	The number of students who took the CAASPP divided by the total number of enrolled students. Note: whole number rounding is used (e.g., 94.1% is rounded up and reported as 95%).
<b>Results</b>	SPP performance indicators are measured in relation to targets approved by the SBE and summarized in the LEA-level APR. APRs are publicly accessible at: <a href="https://www.cde.ca.gov/sp/se/ds/leadatarts.asp">www.cde.ca.gov/sp/se/ds/leadatarts.asp</a> .	Participation rates used in the Academic Performance Indicator are available via the "additional reports" tab of each LEA's dashboard. Results are updated annually and publicly accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>



# 3

## State Performance Plan Indicator **3b**: Proficiency Rate for Students with IEPs Against Grade Level Academic Standards

Indicator 3b measures the performance of students with disabilities in grades 4, 8, and 11 on the Smarter Balanced Assessment Consortium (SBAC), calculated separately for English Language Arts (ELA) and Math. Indicator 3b does not incorporate the data for students who participated in the California Alternate Assessment (CAA).

### What are the components of Indicator 3?

Indicator 3 utilizes four components to measure the participation and performance of students with disabilities on statewide assessments. This handout will focus solely on indicator 3b.

- 3a Participation Rate
- 3b Proficiency Rate, Grade Level Standards
- 3c Proficiency Rate, Alternate Standards
- 3d Gap in Proficiency Rate

### Which Local Educational Agencies (LEAs) receive results for Indicator 3b?

The LEA designated as the Reporting LEA for students with disabilities in grades 4, 8, and 11 taking the SBAC will receive results for Indicator 3b.

### What is the data source?

Indicator 3b utilizes data from the CAASPP file provided to the California Department of Education (CDE). This indicator is reported by the Reporting LEA.

### How are results calculated?

Indicator 3b results are calculated by dividing the number of students with IEPs scoring at or above proficient on the SBAC by the total number of students with IEPs who received a valid score and for whom a proficiency level was assigned for the SBAC. The result is then multiplied by 100.

$$\left( \frac{\text{\# of students with IEPs scoring at or above proficient on the SBAC}}{\text{Total \# of students with IEPs who received a valid score and for whom a proficiency level was assigned for the SBAC}} \right) \times 100$$

### Results are calculated separately for ELA and math by grades 4, 8, and 11.

The proficiency rate is based on all students with IEPs enrolled during the testing window, including students with IEPs not enrolled for a full academic year.



#### Related CA School Dashboard Indicator

State Indicator: Academic Performance



#### Associated Special Ed Monitoring Activities

Please visit: <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



#### Related LCAP Priorities

- 4: Student Achievement
- 7: Course Access
- 8: Student Outcomes

### What are the targets?

The California State Performance Plan targets for ELA and math for grades 4, 8, and 11 are listed by school year on the following page. Indicator targets may adjust; therefore, to view the current year target for Indicator 3b please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at [www.cde.ca.gov/sp/se/ds/leadatarpts.asp](http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp).



## Targets, continued:

	2020	2021	2022	2023	2024	2025
Grade 4	ELA: 15% Math: 15%	ELA: 15% Math: 15%	ELA: 15% Math: 15%	ELA: 16% Math: 16%	ELA: 17% Math: 17%	ELA: 18% Math: 18%
Grade 8	ELA: 12% Math: 8%	ELA: 12% Math: 8%	ELA: 12% Math: 8%	ELA: 13% Math: 9%	ELA: 14% Math: 10%	ELA: 15% Math: 11%
Grade 11	ELA: 14% Math: 8%	ELA: 14% Math: 8%	ELA: 14% Math: 8%	ELA: 15% Math: 9%	ELA: 16% Math: 10%	ELA: 17% Math: 11%

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California’s overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 3b: Proficiency Rate, Grade Level Standards and the Dashboard Academic Performance Indicator.

	SPP Indicator 3b: Proficiency Rate, Grade Level Standards	Dashboard Indicator: Academic Performance (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures the performance of students with disabilities (SWD) in grades 4, 8, and 11 on the Smarter Balanced Assessment Consortium (SBAC), calculated separately for English Language Arts (ELA) and math. Does not include data for students who took the California Alternate Assessment (CAA).	State indicator that measures student performance on the CAASPP for English language arts/literacy (ELA) and mathematics, calculated separately.
<b>Participants</b>	SWD in grades 4, 8, and 11 taking the SBAC. SWD is defined as students with IEPs at the time of the test.	All students. For SWD student group, SWD are defined as students who had an IEP during the relevant school year or took the CAA.
<b>Data Source</b>	CAASPP.	CAASPP and CALPADS.
<b>Calculation</b>	Number of students with IEPs scoring at or above proficient on the SBAC divided by the total number of students with IEPs who received a valid score and for whom a proficiency level was assigned for the SBAC, multiplied by 100. Calculated separately for ELA and math by grades 4, 8, and 11.	Academic performance involves two calculations: Distance From Standard (DFS) and participation rate. The DFS is the distance from the lowest possible score for “Standard Met” calculated for each student. The overall DFS is then calculated by averaging the DFS of each student. Participation rate: the number of students who took the CAASPP by the total number of enrolled students.
<b>Results</b>	SPP performance indicators, such as statewide assessment, are measured in relation to targets approved by the SBE. Indicator results are summarized in the LEA-level APR which are publicly accessible at: <a href="http://www.cde.ca.gov/sp/se/ds/leadatarts.asp">www.cde.ca.gov/sp/se/ds/leadatarts.asp</a> .	Dashboard state indicators, such as Academic Performance, utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>



# 3

## State Performance Plan Indicator 3c: Proficiency Rate for Students with Disabilities Against Alternative Academic Achievement Standards

Indicator 3c measures the proficiency rate of students with disabilities in grades 4, 8, and 11 taking the California Alternate Assessment (CAA), calculated separately for ELA and Mathematics.

### What are the components of Indicator 3?

Indicator 3 is a performance indicator that utilizes four components to measure the participation and performance of students with disabilities (SWD) on statewide assessments. This handout will focus on indicator 3c.

- 3a Participation Rate
- 3b Proficiency Rate, Grade Level Standards
- 3c Proficiency Rate, Alternate Standards
- 3d Gap in Proficiency Rate

### Which Local Educational Agencies (LEAs) receive results for Indicator 3c?

The LEA designated as the Reporting LEA for students with disabilities in grades 4, 8, and 11 taking the CAA will receive results for Indicator 3c.

### What is the data source?

Indicator 3c utilizes data from the CAASPP file provided to the California Department of Education (CDE). This indicator is reported by the Reporting LEA.

### How are results calculated?

Results for Indicator 3c are calculated by dividing the number of students with IEPs scoring at or above proficient on the CAA by the total number of students with IEPs who received a valid score and for whom a proficiency level was assigned for the CAA. The result is then multiplied by 100. **Results are calculated separately for ELA and math by grades 4, 8, and 11.** The proficiency rate is based on all students with IEPs enrolled during the testing window, including students with IEPs not enrolled for a full academic year.

$$\left( \frac{\text{\# of students with IEPs scoring at or above proficient on the CAA}}{\text{Total \# of students with IEPs who received a valid score and for whom a proficiency level was assigned for the CAA.}} \right) \times 100$$



#### Related CA School Dashboard Indicator

State Indicator: Academic Performance



#### Associated Special Education Monitoring Activities

Please visit: <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



#### Related LCAP Priorities

- 4: Student Achievement
- 7: Course Access
- 8: Student Outcomes

### What are the targets?

The California State Performance Plan targets for ELA and math for grades 4, 8, and 11 are listed by school year on the following page. Indicator targets may adjust; therefore, to view the current year target for Indicator 3c please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at [www.cde.ca.gov/sp/se/ds/leadatarpts.asp](http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp).



## Targets, continued:

	2020	2021	2022	2023	2024	2025
Grade 4	ELA: 15% Math: 7%	ELA: 15% Math: 7%	ELA: 15% Math: 7%	ELA: 16% Math: 8%	ELA: 17% Math: 9%	ELA: 18% Math: 10%
Grade 8	ELA: 10% Math: 8%	ELA: 10% Math: 8%	ELA: 10% Math: 8%	ELA: 11% Math: 9%	ELA: 12% Math: 10%	ELA: 13% Math: 11%
Grade 11	ELA: 14% Math: 6%	ELA: 14% Math: 6%	ELA: 14% Math: 6%	ELA: 15% Math: 7%	ELA: 16% Math: 8%	ELA: 17% Math: 9%

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 3c: Proficiency Rate, Alternative Standards and the Dashboard Academic Performance Indicator.

	SPP Indicator 3c: Proficiency Rate, Alternative Standards	Dashboard Indicator: Academic Performance (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures the proficiency rate of students with disabilities (SWD) in grades 4, 8, and 11 taking the CAA, calculated separately for ELA and mathematics.	State indicator that measures student performance on the CAASPP for English language arts/literacy (ELA) and mathematics, calculated separately.
<b>Participants</b>	SWD in grades 4, 8, and 11 taking the CAA. SWD is defined as students with IEPs at the time of the test.	All students. For SWD student group, SWD are defined as students who had an IEP during the relevant school year, or were exited from special education within two years prior.
<b>Data Source</b>	CAASPP.	CAASPP and CALPADS.
<b>Calculation</b>	Number of students with IEPs scoring at or above proficient on the CAA divided by the total number of students with IEPs who received a valid score and for whom a proficiency level was assigned for the CAA, multiplied by 100. Calculated separately for ELA and math by grades 4, 8, and 11.	Academic performance involves two calculations: Distance From Standard (DFS) and participation rate. The DFS is the distance from the lowest possible score for "Standard Met" calculated for each student. The overall DFS is then calculated by averaging the DFS of each student. Participation rate: the number of students who took the CAASPP by the total number of enrolled students.
<b>Results</b>	SPP performance indicators, such as statewide assessment, are measured in relation to targets approved by the SBE. Indicator results are summarized in the LEA-level APR which are publicly accessible at: <a href="http://www.cde.ca.gov/sp/se/ds/leadatarts.asp">www.cde.ca.gov/sp/se/ds/leadatarts.asp</a> .	Dashboard state indicators, such as Academic Performance, utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>





# 3

## State Performance Plan Indicator 3d: Gap in Proficiency Rates for Students with IEPs and All Students Against Grade Level Academic Achievement Standards

Indicator 3d measures the gap in proficiency rates for students with IEPs who tested proficient on the Smarter Balanced Assessment Consortium (SBAC) statewide assessment compared to the rate for all students who tested proficient on the SBAC. Indicator 3d includes grades 4, 8, and 11 calculated separately for ELA and Math, and does not incorporate California Alternate Assessment (CAA) data.

### What are the components of Indicator 3?

Indicator 3 utilizes four components to measure the participation and performance of students with disabilities on statewide assessments. This handout will focus solely on indicator 3d.

- 3a Participation Rate
- 3b Proficiency Rate, Grade Level Standards
- 3c Proficiency Rate, Alternate Standards
- 3d Gap in Proficiency Rate

### Which Local Educational Agencies (LEAs) receive results for Indicator 3d?

The LEA designated as the Reporting LEA for students with disabilities in grades 4, 8, and 11 taking the SBAC will receive results for Indicator 3d.

### What is the data source?

Indicator 3d utilizes data from the CAASPP file provided to the California Department of Education (CDE). This indicator is reported by the Reporting LEA.

### How are results calculated?

Results for Indicator 3d are determined by subtracting the proficiency rate for students with IEPs scoring at or above proficient on the SBAC from the proficiency rate for all students scoring at or above proficient on the SBAC within the same testing year. **Results are calculated separately for ELA and math by grades 4, 8, and 11.** Proficiency rates are based on all students with IEPs enrolled during the testing window, including students with IEPs not enrolled for a full academic year.

*Proficiency rate for all students scoring at or above proficient on the SBAC*

*— Proficiency rate for students with IEPs scoring at or above proficient on the SBAC*

*Equals = Gap in proficiency rate*



#### Related CA School Dashboard Indicator

State Indicator: Academic Performance



#### Associated Special Ed. Monitoring Activities

Please visit: <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



#### Related LCAP Priorities

- 4: Student Achievement
- 7: Course Access
- 8: Student Outcomes

### What are the targets?

The California State Performance Plan targets for ELA and math for grades 4, 8, and 11 are listed by school year on the following page. Indicator targets may adjust; therefore, to view the current year target for Indicator 3d please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at [www.cde.ca.gov/sp/se/ds/leadatarpts.asp](http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp).



## Targets, continued:

	2020	2021	2022	2023	2024	2025
Grade 4	ELA: 31% Math: 25%	ELA: 31% Math: 25%	ELA: 31% Math: 25%	ELA: 30% Math: 24%	ELA: 29% Math: 23%	ELA: 28% Math: 22%
Grade 8	ELA: 37% Math: 29%	ELA: 37% Math: 29%	ELA: 37% Math: 29%	ELA: 36% Math: 28%	ELA: 35% Math: 27%	ELA: 34% Math: 26%
Grade 11	ELA: 42% Math: 27%	ELA: 42% Math: 27%	ELA: 42% Math: 27%	ELA: 41% Math: 26%	ELA: 40% Math: 25%	ELA: 39% Math: 24%

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 3d: Gap in Proficiency Rates and the Dashboard Academic Performance Indicator.

	SPP Indicator 3d: Gap in Proficiency Rates	Dashboard Indicator: Academic Performance (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures the gap in proficiency rates for students with IEPs who tested proficient on the Smarter Balanced Assessment Consortium (SBAC) statewide assessment compared to the rate for all students who tested proficient on the SBAC. Indicator 3d is calculated separately for ELA and math, includes only grades 4, 8, and 11.	State indicator that measures student performance on the CAASPP for English language arts/literacy (ELA) and mathematics, calculated separately.
<b>Participants</b>	Students with disabilities (SWD) in grades 4, 8, and 11 taking the SBAC. SWD is defined as students with IEPs at the time of the test, and does not incorporate data for the California Alternate Assessment (CAA).	All students. For SWD student group, SWD are defined as students who had an IEP during the relevant school year or took the CAA.
<b>Data Source</b>	CAASPP.	CAASPP and CALPADS.
<b>Calculation</b>	Calculated by subtracting the proficiency rate for students with IEPs scoring at or above proficient on the SBAC from the proficiency rate for all students scoring at or above proficient on the SBAC within the same testing year.	Academic performance involves two calculations: Distance From Standard (DFS) and participation rate. The DFS is the distance from the lowest possible score for "Standard Met" calculated for each student. The overall DFS is then calculated by averaging the DFS of each student. Participation rate: the number of students who took the CAASPP by the total number of enrolled students.
<b>Results</b>	SPP performance indicators, such as statewide assessment, are measured in relation to targets approved by the SBE. Indicator results are summarized in the LEA-level APR which are publicly accessible at: <a href="http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Dashboard state indicators, such as Academic Performance, utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Results are updated annually and are accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>



# 4

## State Performance Plan Indicator 4a: Discipline Rate: Overall

Indicator 4 utilizes two components to measure discipline rate. 4a is a performance indicator that measures the percent of Local Education Agencies (LEAs) that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with disabilities.

### What are the components of Indicator 4?

Indicator 4 utilizes two components to measure the discipline rate of students with disabilities. This handout will focus solely on indicator 4a.

- 4a Discipline rate overall
- 4b Discipline rate by race/ethnicity

### Which Local Educational Agencies (LEAs) receive results for Indicator 4a?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-22 will receive results for Indicator 4a.

### What is the data source?

Indicator 4a utilizes prior year California Longitudinal Pupil Achievement Data System (CALPADS) discipline data and End of Year CALPADS submission. The specific CALPADS fields are: Birth Date, Education Plan Type, District of Special Education Accountability, School Code, Discipline Type, Discipline Duration, and Occurrence Date. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Results for Indicator 4a are calculated by comparing the LEA discipline rate to the statewide rate. An LEA is considered to have a significant discrepancy if the LEA's rate for suspension and expulsion exceeds the statewide rate.

**LEA Discipline Rate:** Number of students with disabilities who were disciplined for greater than 10 cumulative days in a school year divided by the number of students with disabilities in the LEA, multiplied by 100. *Note: A denominator of at least 20 and a numerator of at least 2 are required for this calculation.*

$$\left( \frac{\text{\# of students with disabilities disciplined > 10 cumulative days in a school year}}{\text{Total \# of students with disabilities in the LEA}} \right) \times 100$$

**Statewide Discipline Rate:** Total number of students with disabilities who were disciplined greater than 10 cumulative days in a school year divided by the total number of students with disabilities in the state, multiplied by 100.

$$\left( \frac{\text{Total \# of students with disabilities disciplined > 10 cumulative days in a school year}}{\text{Total \# of students with disabilities in the state}} \right) \times 100$$



**Related CA Dashboard Indicator**  
State Indicator: Suspension Rate



**Related LCAP Priority**  
Priority 6: School Climate



#### Associated Special Education Monitoring Activity

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:

<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



## What is the target for Indicator 4a: Discipline Rate Overall?

The California State Performance Plan established the following targets by school year:



Please note that Indicator 4a uses a state-level target and requires that no more than 10% of LEAs, statewide, will demonstrate an overall discipline rate that exceeds the statewide rate. Statewide rates are calculated annually and may fluctuate from year to year. LEAs should refer to their Annual Performance Report to locate their LEA discipline rate as well as the statewide rate. LEA reports can be viewed by visiting CDE’s Annual Performance Report Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California’s overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 4a: Discipline Rate Overall and the Dashboard Suspension Rate Indicator.

	SPP Indicator 4a: Discipline Rate Overall	Dashboard Indicator: Suspension Rate (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures the rate of suspensions and expulsions of greater than 10 cumulative days in a school year for students with disabilities.	State indicator that measures the number of students who were suspended at least once in either the prior year or two years prior. Only students who have an aggregate suspension of one full day are included in the calculation. Expulsions are not included. <i>Note: If a student was suspended more than once in the school year, they are counted only once.</i>
<b>Participants</b>	Students with disabilities (SWD) ages 3-22. SWD is defined as students who are designated as receiving special education and related services during the school year in which the disciplinary action occurred.	All students. For the SWD student group, SWD are defined as students who are marked as SWD at any time during the specified school year.
<b>Data Source</b>	CALPADS.	CALPADS.
<b>Calculation</b>	The percentage is calculated by dividing students with disabilities who were disciplined for greater than 10 cumulative days in a school year by the number of students with disabilities in the LEA, multiplied by 100.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. <u>Status Calculation:</u> Number of students suspended divided by Cumulative Enrollment x100. <u>Change Calculation:</u> Status (current suspension rate) minus prior year suspension rate.
<b>Results</b>	SPP performance indicators, such as Discipline Rate Overall, are measured by whether or not an LEA met targets approved by the SBE. Results are provided annually to the LEA in the APR accessible at: <a href="https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Dashboard state indicators utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Results are updated annually and are publicly accessible at: <a href="https://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>



# 4

## State Performance Plan Indicator 4b: Discipline Rate by Race or Ethnicity

Indicator 4 utilizes two components to measure discipline rate. 4b is a compliance indicator that measures the percent of LEAs that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with disabilities.

### What are the components of Indicator 4?

Indicator 4 utilizes two components to measure the discipline rate of students with disabilities. This handout will focus solely on indicator 4b.

- 4a Discipline rate overall
- 4b Discipline rate by race/ethnicity

### Which Local Educational Agencies (LEAs) receive results for Indicator 4b?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-22 will receive results for Indicator 4b.

### What is the data source?

Indicator 4b utilizes prior year California Longitudinal Pupil Achievement Data System (CALPADS) discipline data and End of Year CALPADS submission. The specific CALPADS fields are: Race/Ethnicity, Birth Date, Education Plan Type, District of Special Education Accountability, School Code, Discipline Duration, and Occurrence Date. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Results for Indicator 4b are calculated by comparing the LEA rate to the statewide rate. An LEA is considered to have a significant discrepancy if the LEA's rate, by race/ethnicity, exceeds the statewide rate for suspension and expulsion.

**LEA Rate:** Number of students with disabilities by race/ethnicity who were disciplined for greater than 10 cumulative days in a school year divided by the number of students with disabilities in that same race/ethnicity in the LEA, multiplied by 100. *Note: a denominator of at least 20 and numerator of at least 2 are required.*

$$\left( \frac{\text{\# of students with disabilities by race/ethnicity disciplined > 10 cumulative days in a school year}}{\text{Total \# of students with disabilities in that same race/ethnicity in the LEA}} \right) \times 100$$

$$\left( \frac{\text{Total \# of students with disabilities disciplined > 10 cumulative days in a school year}}{\text{Total \# of students with disabilities in the state}} \right) \times 100$$

**Statewide Rate:** Total number of students with disabilities who were disciplined greater than 10 cumulative days in a school year divided by the total number of students with disabilities in the state, multiplied by 100.



**Related CA Dashboard Indicator**  
State Indicator: Suspension Rate



**Related LCAP Priority**  
Priority 6: School Climate



**Associated Special Education Monitoring Activity**  
Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:  
<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



## What is the target for Indicator 4b: Discipline Rate by Race/Ethnicity?

The California State Performance Plan established the following targets by school year:



Please note that Indicator 4b uses a state-level target and requires that 0% of LEAs demonstrate a discipline rate, by race/ethnicity, that exceeds the statewide rate. Statewide rates are calculated annually and may fluctuate from year to year. LEAs should refer to their Annual Performance Report to locate their LEA discipline rate as well as the statewide rate. LEA reports can be viewed by visiting CDE's Annual Performance Report Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 4b: Discipline Rate by Race/Ethnicity and the Dashboard Suspension Rate Indicator.

	<b>SPP Indicator 4b: Discipline by Race/Ethnicity</b>	<b>Dashboard Indicator: Suspension Rate (Not reported for the 20-21 SY)</b>
<b>Description</b>	Compliance indicator that measures the rate of suspensions and expulsions, by race/ethnicity, of greater than 10 cumulative days in a school year for students with disabilities.	State indicator that measures the number of students who were suspended at least once in either the prior year or two years prior. Only students who have an aggregate suspension of one full day are included in the calculation. Expulsions are not included. Note: If a student was suspended more than once in the school year, they are counted only once.
<b>Participants</b>	Students with Disabilities (SWD) aged 3-22, defined as students who are designated as SWD during the school year in which the disciplinary action occurred.	All students. For SWD student group, SWD are defined as students who are marked as SWD at any time during the specified school year. Student group reports are also available by race/ethnicity, however reports of SWD by race/ethnicity are not available.
<b>Data Source</b>	CALPADS.	CALPADS.
<b>Calculation</b>	The percentage is calculated by dividing students with disabilities, by race/ethnicity, who were disciplined for greater than 10 cumulative days in a school year by the number of students with disabilities of the same race/ethnicity in the LEA, multiplied by 100.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. <u>Status Calculation</u> : Number of students suspended divided by Cumulative Enrollment x100. <u>Change Calculation</u> : Status (current suspension rate) minus prior year suspension rate.
<b>Results</b>	Targets for SPP compliance indicators, such as 4b, are set at either 0 or 100%. The target for 4b requires that 0% of LEAs have a significant discrepancy in discipline rate by race/ethnicity. Results are provided annually to the LEA in the APR accessible at: <a href="https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Dashboard state indicators, utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are publicly accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>



# 5

## State Performance Plan Indicator 5a: Education Environments, 80% Or More of the Day

Indicator 5 is a performance indicator that utilizes three components to measure whether students with disabilities are educated within the Least Restrictive Environment (LRE). 5a measures the percent of students with disabilities, ages 6-22 and 5-year-olds in kindergarten/transitional kindergarten (TK), served inside the regular classroom for 80% or more of the day.

### What are the components of Indicator 5?

Indicator 5 utilizes three components to measure students with disabilities' (SWD) access to education in the Least Restrictive Environment (LRE). This handout will focus solely on indicator 5a.

- 5a Rate of SWD inside the regular classroom 80% or more of day
- 5b Rate of SWD inside the regular classroom less than 40% of the day
- 5c Separate Setting

### Which Local Educational Agencies (LEAs) receive results for Indicator 5a?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK will receive results for Indicator 5a.

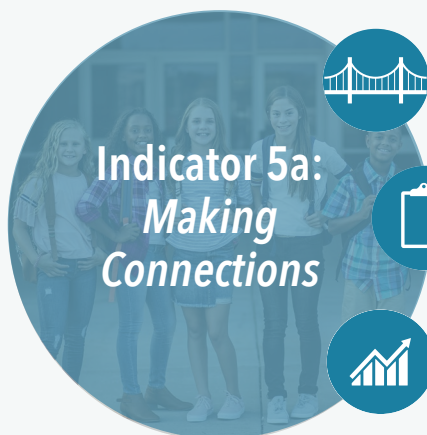
### What is the data source?

Indicator 5a utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 (Census Day) submission. The specific CALPADS fields used for calculating Indicator 5a are: Census Age, District of Special Education Accountability, Grade Level Code, Special Education Program Setting Code, and General Education Participation Percent. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Results for Indicator 5a are calculated by dividing the number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK served inside the regular class<sup>1</sup> 80% or more of the day by the total number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK in the LEA, multiplied by 100.

$$\left( \frac{\text{\# of students with disabilities ages 6-22 and 5-year-olds in K/TK served inside the regular class}^1 \text{ 80\% or more of the day}}{\text{Total \# of students with disabilities ages 6-22 and 5-year-olds in K/TK within the LEA}} \right) \times 100$$



### Related California School Dashboard Indicator

Local Indicator: Access to Broad Course of Study  
Refer to the following page for additional information.

### Related LCAP Priorities

Priority 1: Basic Services  
Priority 7: Course Access

### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:  
<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>

<sup>1</sup> Includes non-academic activities such as recess, lunch, passing periods, etc.

## What is the target for Indicator 5a: In Regular Classroom 80% or More of the Day?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 5a, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 5a: In Regular Classroom 80% or More of Day and the California Dashboard Access to Broad Course of Study Indicator.

	SPP Indicator 5a: Regular Classroom 80% or More of the Day	Dashboard Indicator: Access to Broad Course of Study (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures the percent of students with disabilities, ages 6-22 and 5-year-olds in kindergarten/transitional kindergarten (TK), served inside the regular classroom for 80% of the day.	Local indicator that measures the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable.
<b>Participants</b>	Students with disabilities (SWD) ages 6-22 and 5-year-olds in kindergarten/TK.	All students. <i>Note: Local indicators do not provide student group (e.g., SWD) level data.</i>
<b>Data Source</b>	CALPADS.	Locally selected measure or tool as selected by the LEA.
<b>Calculation</b>	Number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK who are in a regular class at least 80% of the day divided by the total number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK in the LEA, multiplied by 100.	No specific calculation. SBE-approved standards for local indicators are used to support an LEA in both measuring and reporting progress. The LEA will select Met or Not Met based on whether the standard for a local indicator was achieved.
<b>Results</b>	SPP performance indicators, such as educational environments, are measured by whether or not the LEA met targets approved by the SBE. Results are summarized in the LEA-level Annual Performance Report (APR). APRs are publicly accessible at: <a href="https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Dashboard local indicators, such as access to a broad course of study, are assigned an overall performance level of "Standard Met" or "Standard Not Met". Dashboard results are updated annually and are publicly accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>





# 5

## State Performance Plan Indicator 5b: Education Environments, Less Than 40%

Indicator 5 is a performance indicator that utilizes three components to measure whether students with disabilities are educated within the Least Restrictive Environment (LRE). 5b measures the percentage of students with disabilities, ages 6-22 and 5-year-olds in kindergarten/transitional kindergarten (TK), served inside the regular classroom less than 40% of the day.

### What are the components of Indicator 5?

Indicator 5 utilizes three components to measure students with disabilities' (SWD) access to education in the Least Restrictive Environment (LRE). This handout will focus solely on indicator 5b.

- 5a Rate of SWD inside the regular classroom 80% or more of day
- 5b Rate of SWD inside the regular classroom less than 40% of the day
- 5c Separate Setting

### Which Local Educational Agencies (LEAs) receive results for Indicator 5b?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK will receive results for Indicator 5b.

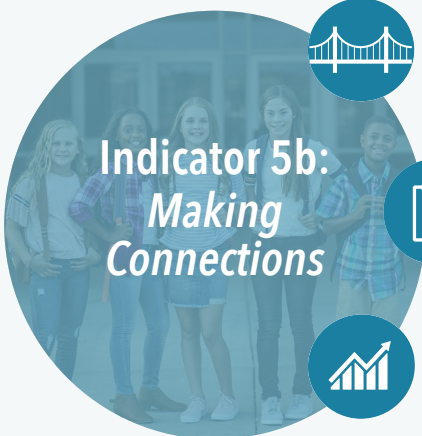
### What is the data source?

Indicator 5b utilizes Census California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 (Census Day) submission. The specific CALPADS fields used for calculating Indicator 5b are: Census Age, District of Special Education Accountability, Grade Level Code, Special Education Program Setting Code, and General Education Participation Percent. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Results for Indicator 5b are calculated by dividing the number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK served inside the regular class<sup>1</sup> less than 40 percent of the day by the total number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK in the LEA, multiplied by 100.

$$\left( \frac{\text{\# of students with disabilities ages 6-22 and 5-year-olds in K/TK served inside the regular class}^1 \text{ less than 40\% of the day}}{\text{Total \# of students with disabilities ages 6-22 and 5-year-olds in K/TK within the LEA}} \right) \times 100$$



### Related California School Dashboard Indicator

Local Indicator: Access to Broad Course of Study  
Refer to the following page for additional information.

### Related LCAP Priorities

Priority 1: Basic Services  
Priority 7: Course Access

### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:  
<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>

<sup>1</sup> Includes non-academic activities such as recess, lunch, passing periods, etc.

## What is the target for Indicator 5b: In Regular Classroom less than 40% of the Day?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 5b, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 5b: In Regular Classroom less than 40% of the Day and the California Dashboard Access to Broad Course of Study Indicator.

	SPP Indicator 5b: Regular Classroom less than 40% of the Day	Dashboard Indicator: Access to Broad Course of Study (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures the percent of students with disabilities, ages 6-22 and 5-year-olds in kindergarten/transitional kindergarten (TK), served inside the regular classroom less than 40% of the day.	Local indicator that measures the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable.
<b>Participants</b>	Students with disabilities (SWD) ages 6-22 and 5-year-olds in kindergarten/TK.	All students. Note: Local indicators do not provide student group (e.g., SWD) level data.
<b>Data Source</b>	CALPADS.	Locally selected measure or tool as selected by the LEA.
<b>Calculation</b>	Number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK who are in a regular class less than 40% of the day divided by the total number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK in the LEA, multiplied by 100.	No specific calculation. SBE-approved standards for local indicators are used to support an LEA in both measuring and reporting progress. The LEA will select <i>Met</i> or <i>Not Met</i> based on whether the standard for a local indicator was achieved.
<b>Results</b>	SPP performance indicators, such as educational environments, are measured by whether or not an LEA met targets approved by the SBE. Results are summarized in the LEA-level Annual Performance Report (APR). APRs are publicly accessible at: <a href="https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Dashboard local indicators, such as access to a broad course of study, are assigned an overall performance level of "Standard Met" or "Standard Not Met". Dashboard results are updated annually and are publicly accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>



# 5

## State Performance Plan Indicator 5c: Education Environments, Separate Setting

Indicator 5 is a performance indicator that utilizes three components to measure whether students with disabilities are educated within the Least Restrictive Environment (LRE). 5c measures the percentage of students with disabilities ages 6-22 and 5-year-olds in kindergarten/with disabilities ages 6-22 and 5-year-olds in kindergarten/transitional kindergarten (TK) served in public or private separate schools, residential facilities, or homebound/hospital placements.

### What are the components of Indicator 5?

Indicator 5 utilizes three components to measure students with disabilities' (SWD) access to education in the Least Restrictive Environment (LRE). This handout will focus solely on indicator 5c.

- 5a Rate of SWD inside the regular classroom 80% or more of day
- 5b Rate of SWD inside the regular classroom less than 40% of the day
- 5c Separate Setting

### Which Local Educational Agencies (LEAs) receive results for Indicator 5c?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK will receive results for Indicator 5c.

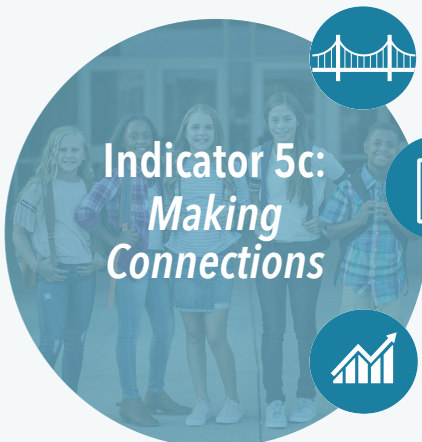
### What is the data source?

Indicator 5c utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 (Census Day) submission. The specific CALPADS fields used for calculating Indicator 5c are: Census Age, District of Special Education Accountability, Grade Level Code, Special Education Program Setting Code, and General Education Participation Percent. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Results for Indicator 5c are calculated by dividing the number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK in separate facility placements<sup>1</sup> by the total number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK in the LEA, multiplied by 100.

$$\left( \frac{\text{\# of students with disabilities ages 6-22 and 5-year-olds in K/TK in separate facility placements}^1}{\text{Total \# of students with disabilities ages 6-22 and 5-year-olds in K/TK within the LEA}} \right) \times 100$$



### Related California School Dashboard Indicator

Local Indicator: Access to Broad Course of Study  
Refer to the following page for additional information.

### Related LCAP Priorities

Priority 1: Basic Services  
Priority 7: Course Access

### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:  
<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



<sup>1</sup>Does not include students who are in correctional facilities or parentally placed in private schools.

## What is the target for Indicator 5c: Separate Setting?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 5c, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 5c: Separate Settings and the California Dashboard Access to Broad Course of Study Indicator.

	SPP Indicator 5c: Separate Setting	Dashboard Indicator: Access to Broad Course of Study (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures the percent of students with disabilities (SWD) ages 6-22 and 5-year-olds in kindergarten/TK served in public or private separate schools, residential facilities, or homebound/hospital placements (excludes correctional facilities or parental placement in private school).	Local indicator that measures the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable.
<b>Participants</b>	Students with disabilities (SWD) ages 6-22 and 5-year-olds in kindergarten/TK.	All students. Note: Local indicators do not provide student group (e.g., SWD) level data.
<b>Data Source</b>	CALPADS.	Locally selected measure or tool as selected by the LEA.
<b>Calculation</b>	Number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK in separate facility placements by the total number of students with disabilities ages 6-22 and 5-year-olds in kindergarten/TK in the LEA, multiplied by 100.	No specific calculation. SBE-approved standards for local indicators are used to support an LEA in both measuring and reporting progress. The LEA will select Met or Not Met based on whether the standard for a local indicator was achieved.
<b>Results</b>	SPP performance indicators, such as educational environments, are measured by whether or not an LEA met targets approved by the SBE. Results are summarized in the LEA-level Annual Performance Report (APR). APRs are publicly accessible at: <a href="https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Dashboard local indicators, such as access to a broad course of study, are assigned an overall performance level of "Standard Met" or "Standard Not Met". Dashboard results are updated annually and are publicly accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>



# 6

## State Performance Plan Indicator 6a: Preschool Least Restrictive Environments, Regular Setting

Indicator 6 is a performance indicator that utilizes three components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE). 6a measures the percent of children with disabilities ages 3 through 5 (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

### What are the components of Indicator 6?

Indicator 6 utilizes three components to measure preschool students with disabilities' access to education in the Least Restrictive Environment (LRE). This handout will focus solely on indicator 6a.

- 6a Preschool: Regular Setting
- 6b Preschool: Separate Setting
- 6c Preschool: Home

### Which Local Educational Agencies (LEAs) receive results for Indicator 6a?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-5 enrolled in preschool (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) will receive results for Indicator 6a.

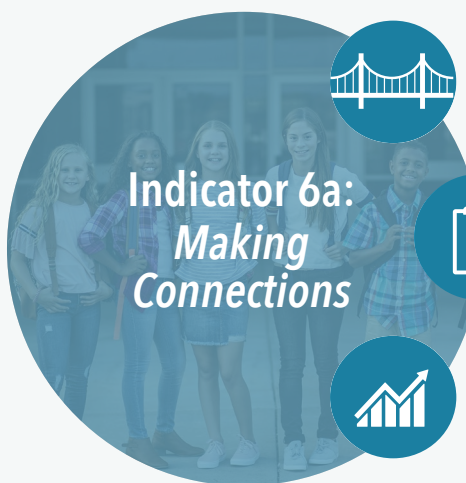
### What is the data source?

Indicator 6a utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 (Census Day) submission. The specific CALPADS fields used are: Census Age, Special Education Program Setting, Grade Level, and District of Special Education Accountability. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Results for Indicator 6a are calculated by dividing the number of children with disabilities ages 3-5 enrolled in preschool, attending a regular early childhood program, and receiving the majority of special education and related services in the regular early childhood program by the total number of children with disabilities ages 3-5 enrolled in preschool, multiplied by 100.

$$\left( \frac{\text{\# of students with disabilities ages 3-5 enrolled in preschool, attending a regular early childhood program, and receiving the majority of services in the regular program}}{\text{Total \# of students with disabilities ages 3-5 enrolled in preschool within the LEA}} \right) \times 100$$



#### Related California School Dashboard Indicator

No related Dashboard indicator

#### Related LCAP Priority

Priority 1: Basic Services  
Priority 7: Course Access

#### Associated Special Education Monitoring Activities

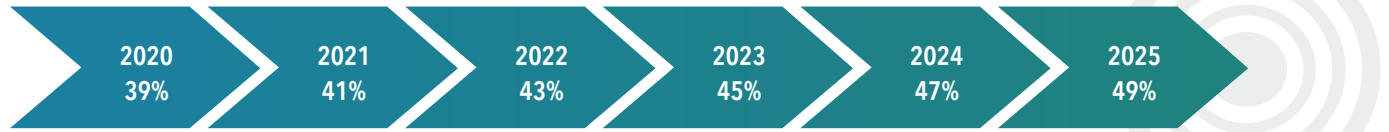
Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:

<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



## What is the target for Indicator 6a: Preschool Least Restrictive Environments, Regular Setting?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 6a, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.



# 6

## State Performance Plan Indicator **6b**: Preschool Least Restrictive Environments, Separate Setting

Indicator 6 is a performance indicator that utilizes three components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE). 6b measures the percent of children with disabilities ages 3 through 5 years (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) and attending a separate special education class, separate school, or residential facility.

### What are the components of Indicator 6?

Indicator 6 utilizes three components to measure preschool students with disabilities' access to education in the Least Restrictive Environment (LRE). This handout will focus solely on indicator 6b.

- 6a Preschool: Regular Setting
- 6b Preschool: Separate Setting
- 6c Preschool: Home

### Which Local Educational Agencies (LEAs) receive results for Indicator 6b?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-5 enrolled in preschool (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) will receive results for Indicator 6b.

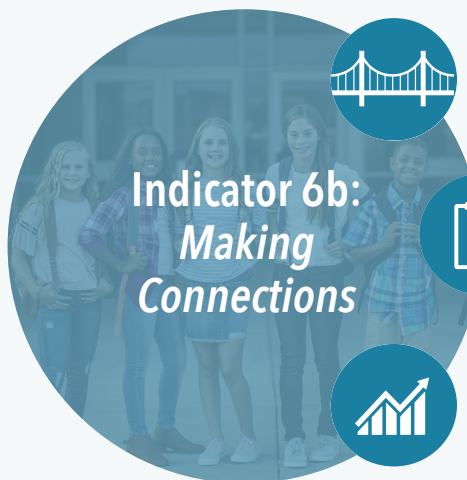
### What is the data source?

Indicator 6b utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 (Census Day) submission. The specific CALPADS fields used are: Census Age, Special Education Program Setting, Grade Level, and District of Special Education Accountability. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Results for Indicator 6b are calculated by dividing the number of children with disabilities ages 3-5 enrolled in preschool and attending a separate special education class, separate school, or residential facility by the total number of children with disabilities ages 3-5 enrolled in preschool, multiplied by 100.

$$\left( \frac{\text{\# of students with disabilities ages 3-5 enrolled in preschool and attending a separate special education class, separate school, or residential facility}}{\text{Total \# of students with disabilities ages 3-5 enrolled in preschool within the LEA}} \right) \times 100$$



#### Related California School Dashboard Indicator

No related Dashboard indicator

#### Related LCAP Priorities

Priority 1: Basic Services  
Priority 7: Course Access

#### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit: <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



## What is the target for Indicator 6b: Preschool Least Restrictive Environments, Home Setting?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 6b, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.





# 6

## State Performance Plan Indicator 6c: Preschool Least Restrictive Environments, Home Setting

Indicator 6 is a performance indicator that utilizes three components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE). 6c measures the percent of children with disabilities ages 3 through 5 years (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) enrolled in a preschool program and receiving the majority of special education and related services in the home.

### What are the components of Indicator 6?

Indicator 6 utilizes three components to measure preschool students with disabilities' access to education in the Least Restrictive Environment (LRE). This handout will focus solely on indicator 6c.

- 6a Preschool: Regular Setting
- 6b Preschool: Separate Setting
- 6c Preschool: Home

### Which Local Educational Agencies (LEAs) receive results for Indicator 6c?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-5 enrolled in preschool (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) will receive results for Indicator 6c.

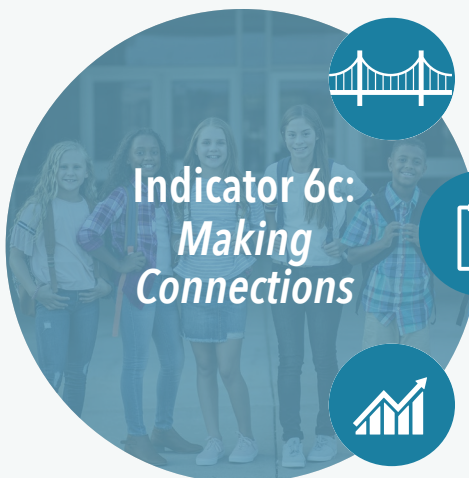
### What is the data source?

Indicator 6c utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 (Census Day) submission. The specific CALPADS fields used are: Census Age, Special Education Program Setting, Grade Level, and District of Special Education Accountability. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Results for Indicator 6c are calculated by dividing the number of children with disabilities ages 3-5 enrolled in preschool and receiving the majority of special education and related services in the home by the total number of children with disabilities ages 3-5 enrolled in preschool, multiplied by 100.

$$\left( \frac{\text{\# of students with disabilities ages 3-5 enrolled in preschool and receiving the majority of services in the home}}{\text{Total \# of students with disabilities ages 3-5 enrolled in preschool within the LEA}} \right) \times 100$$



#### Related California School Dashboard Indicator

No related Dashboard indicator

#### Related LCAP Priorities

Priority 1: Basic Services  
Priority 7: Course Access

#### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit: <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



## What is the target for Indicator 6c: Preschool Least Restrictive Environments, Separate Setting?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 6c, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.



# 7 State Performance Plan Indicator 7a: Preschool Outcomes: Positive Social-Emotional Skills

Indicator 7 is a performance indicator that utilizes three components to measure outcomes for preschool students with disabilities. 7a measures the percent of students with disabilities who demonstrate improvement in positive social-emotional skills, including social relationships.

## What are the components of Indicator 7?

Indicator 7 is divided into three components, referred to as preschool outcomes. Each outcome measures improvement in a designated early learning and development area for preschool students with disabilities. This handout will focus solely on indicator 7a.

- 7a Positive Social-Emotional Skills
- 7b Acquisition and Use of Knowledge and Skills
- 7c Use of Appropriate Behaviors

## Which Local Educational Agencies (LEAs) receive results for Indicator 7a?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-5 (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) will receive results for Indicator 7a.

## What is the data source?

Indicator 7 utilizes current year Desired Results Developmental Profile (DRDP) data for each preschool-aged student from entry to exit from special education services. The DRDP is California's formative assessment instrument for young children. For more information on the DRDP and its alignment with Indicator 7, please visit [www.draccess.org](http://www.draccess.org) and [www.indicator7reports.org](http://www.indicator7reports.org).

## How are results calculated?

DRDP results are analyzed to determine the extent to which the child's behaviors and skills are comparable to age expectations. Each child's DRDP entry and exit data provide an overall summary of progress, determined by comparing each child's level of functioning and progress to a sample of same-aged peers. The child's progress is then assigned to the appropriate category, as defined in the table below.

<p><b>A</b></p> <p><b>Did not improve</b> functioning.</p>	<p><b>B</b></p> <p><b>Improved</b> <b>functioning</b>, but not sufficiently to move nearer to functioning comparable to same- aged peers.</p>	<p><b>C</b></p> <p><b>Improved</b> <b>functioning</b> to a level nearer to same- aged peers, but did not reach it.</p>	<p><b>D</b></p> <p><b>Improved</b> <b>functioning</b> to reach a level comparable to same-aged peers.</p>	<p><b>E</b></p> <p><b>Maintained</b> <b>functioning</b> at a level comparable to same-aged peers.</p>
<p>Children who made no progress, acquired no new skills or regressed during their time in the program.</p>	<p>Children who acquired new skills but continued to grow at the same rate throughout their time in the program.</p>	<p>Children who acquired new skills and accelerated their rate of growth but were still functioning below age expectations when they left the program.</p>	<p>Children who were functioning below age expectations when they entered but were functioning at age expectations when they left the program.</p>	<p>Children who were functioning at age expectations when they entered and were functioning at age expectations when they left the program.</p>



## How are results calculated? (continued)

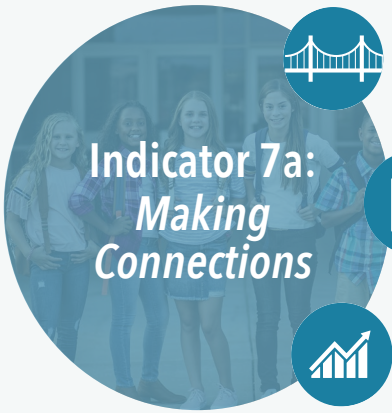
Using the five progress category totals from the previous page, **data on two target summary statements are computed and reported:**

**1. Increased rate of growth:** Of those children who entered the program below age expectations in outcome 7a, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. The calculation for this summary statement is as follows:  $[(C+D)/(A+B+C+D)] \times 100$ . The letters in this calculation correspond with the progress category totals on the previous page.

$$\left( \frac{C + D}{A + B + C + D} \right) \times 100$$

**2. Within age expectations:** The percent of children who were functioning within age expectations in outcome 7a by the time they turned 6 years of age or exited the program. The calculation for this summary statement is as follows:  $[(D+E)/(A+B+C+D+E)] \times 100$ . The letters in this calculation correspond with the progress category totals from the previous page.

$$\left( \frac{D + E}{A + B + C + D + E} \right) \times 100$$

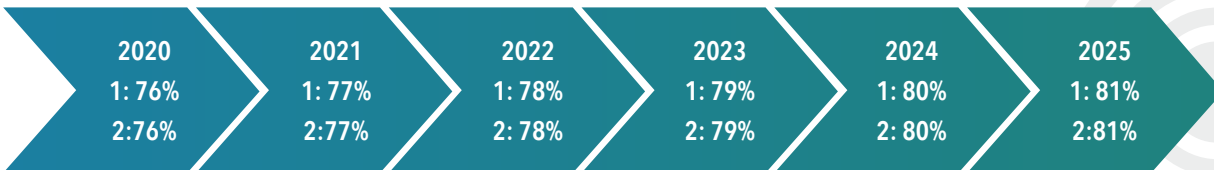


**Indicator 7a:  
Making Connections**

- Related California School Dashboard Indicator**  
No related Dashboard indicator
- Related LCAP Priority**  
Priority 7: Course Access
- Associated Special Education Monitoring Activities**  
Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:  
<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>

## What is the target for Indicator 7a: Preschool Outcomes, Positive Social-Emotional Skills?

The California State Performance Plan established the following targets by school year for the two summary statements included in Indicator 7a:



Indicator targets may adjust; therefore, to view the current year target for Indicator 7a, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarts.asp>.



# 7 State Performance Plan Indicator 7b: Preschool Outcomes: Acquisition and Use of Knowledge and Skills

Indicator 7 is a performance indicator that utilizes three components to measure outcomes for preschool students with disabilities. 7b measures the acquisition and use of knowledge and skills, including early language/communication and early literacy.

## What are the components of Indicator 7?

Indicator 7 is divided into three components, referred to as outcomes. Each preschool outcome measures improvement in a designated early learning and development area for preschool students with disabilities. This handout will focus solely on 7b: Acquisition and Use of Knowledge and Skills.

- 7a Positive Social-Emotional Skills
- 7b Acquisition and Use of Knowledge and Skills
- 7c Use of Appropriate Behaviors

## Which Local Educational Agencies (LEAs) receive results for Indicator 7b?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-5 (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) will receive results for Indicator 7b.

## What is the data source?

Indicator 7 utilizes current year Desired Results Developmental Profile (DRDP) data for each preschool-aged student from entry to exit from special education services. The DRDP is California's formative assessment instrument for young children. For more information on the DRDP and its alignment with Indicator 7, please visit [www.draccess.org](http://www.draccess.org) and [www.indicator7reports.org](http://www.indicator7reports.org).

## How are results calculated?

DRDP results are analyzed to determine the extent to which the child's behaviors and skills are comparable to age expectations. Each child's DRDP entry and exit data provide an overall summary of progress, determined by comparing each child's level of functioning and progress to a sample of same-aged peers. The child's progress is then assigned to the appropriate category, as defined in the table below.

A	B	C	D	E
<b>Did not improve</b> functioning.	<b>Improved functioning</b> , but not sufficiently to move nearer to functioning comparable to same-aged peers.	<b>Improved functioning</b> to a level nearer to same-aged peers, but did not reach it.	<b>Improved functioning</b> to reach a level comparable to same-aged peers.	<b>Maintained functioning</b> at a level comparable to same-aged peers.
Children who made no progress, acquired no new skills or regressed during their time in the program.	Children who acquired new skills but continued to grow at the same rate throughout their time in the program.	Children who acquired new skills and accelerated their rate of growth but were still functioning below age expectations when they left the program.	Children who were functioning below age expectations when they entered but were functioning at age expectations when they left the program.	Children who were functioning at age expectations when they entered and were functioning at age expectations when they left the program.



## How are results calculated? (continued)

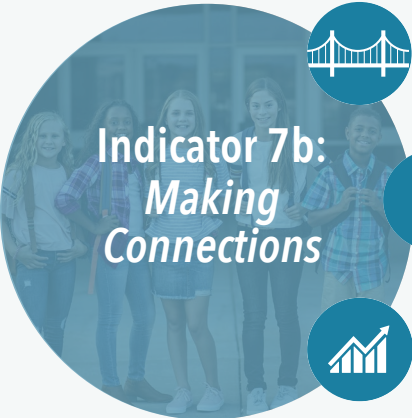
Using the five progress category totals from the previous page, **data on two target summary statements are computed and reported:**

**1. Increased rate of growth:** Of those children who entered the program below age expectations in outcome 7b, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. The calculation for this summary statement is as follows:  $[(C+D)/(A+B+C+D)] \times 100$ . The letters in this calculation correspond with the progress categories on the previous page.

$$\left( \frac{C + D}{A + B + C + D} \right) \times 100$$

**2. Within age expectations:** The percent of children who were functioning within age expectations in outcome in 7b by the time they turned 6 years of age or exited the program. The calculation for this summary statement is as follows:  $[(D+E)/(A+B+C+D+E)] \times 100$ . The letters in this calculation correspond with the progress category totals from the previous page.

$$\left( \frac{D + E}{A + B + C + D + E} \right) \times 100$$



**Indicator 7b:  
Making  
Connections**

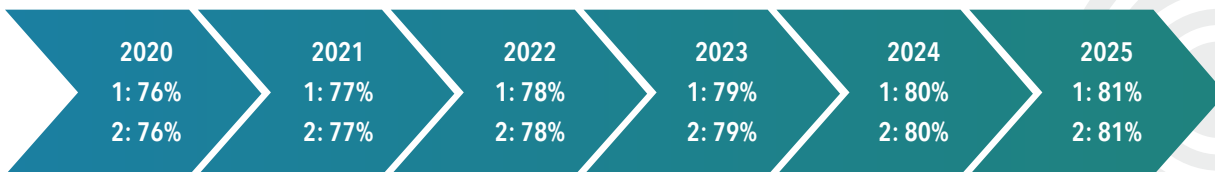
**Related California School Dashboard Indicator**  
No related Dashboard indicator

**Related LCAP Priority**  
Priority 7: Course Access

**Associated Special Education Monitoring Activities**  
Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit: <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>

## What is the target for Indicator 7b: Preschool Outcomes, Acquisition and Use of Knowledge and Skills?

The California State Performance Plan established the following targets by school year for the two summary statements included in Indicator 7b:



Indicator targets may adjust; therefore, to view the current year target for Indicator 7b, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.



# 7 State Performance Plan Indicator 7c: Preschool Outcomes: Use of Appropriate Behaviors

Indicator 7 is a performance indicator that utilizes three components to measure outcomes for preschool students with disabilities. 7c measures student use of appropriate behaviors to meet their needs.

## What are the components of Indicator 7?

Indicator 7 is divided into three components, referred to as preschool outcomes. Each outcome measures improvement in a designated early learning and development area for preschool students with disabilities. This handout will focus solely on indicator 7c.

- 7a Positive Social-Emotional Skills
- 7b Acquisition and Use of Knowledge and Skills
- 7c Use of Appropriate Behaviors

## Which Local Educational Agencies (LEAs) receive results for Indicator 7c?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-5 (excluding 5-year-olds enrolled in kindergarten or transitional kindergarten) will receive results for Indicator 7c.

## What is the data source?

Indicator 7 utilizes current year Desired Results Developmental Profile (DRDP) data for each preschool-aged student from entry to exit from special education services. The DRDP is California's formative assessment instrument for young children. For more information on the DRDP and its alignment with Indicator 7, please visit [www.draccess.org](http://www.draccess.org) and [www.indicator7reports.org](http://www.indicator7reports.org).

## How are results calculated?

DRDP results are analyzed to determine the extent to which the child's behaviors and skills are comparable to age expectations. Each child's DRDP entry and exit data provide an overall summary of progress, determined by comparing each child's level of functioning and progress to a sample of same-aged peers. The child's progress is then assigned to the appropriate category, as defined in the table below.

A	B	C	D	E
<b>Did not improve</b> functioning.	<b>Improved functioning</b> , but not sufficiently to move nearer to functioning comparable to same-aged peers.	<b>Improved functioning</b> to a level nearer to same-aged peers, but did not reach it.	<b>Improved functioning</b> to reach a level comparable to same-aged peers.	<b>Maintained functioning</b> at a level comparable to same-aged peers.
Children who made no progress, acquired no new skills or regressed during their time in the program.	Children who acquired new skills but continued to grow at the same rate throughout their time in the program.	Children who acquired new skills and accelerated their rate of growth but were still functioning below age expectations when they left the program.	Children who were functioning below age expectations when they entered but were functioning at age expectations when they left the program.	Children who were functioning at age expectations when they entered and were functioning at age expectations when they left the program.



## How are results calculated? (continued)

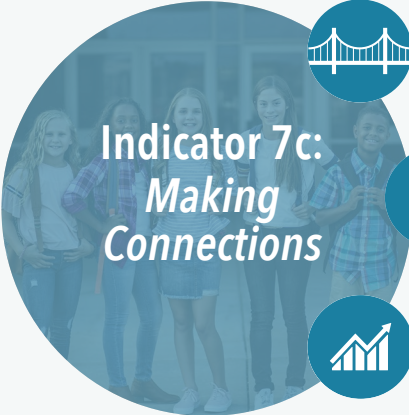
Using the five progress category totals from the previous page, **data on two target summary statements are computed and reported:**

**1. Increased rate of growth:** Of those children who entered the program below age expectations in outcome 7c, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. The calculation for this summary statement is as follows:  $[(C+D)/(A+B+C+D)] \times 100$ . The letters in this calculation correspond with the progress category totals on the previous page.

$$\left( \frac{C + D}{A + B + C + D} \right) \times 100$$

**2. Within age expectations:** The percent of children who were functioning within age expectations in outcome 7c by the time they turned 6 years of age or exited the program. The calculation for this summary statement is as follows:  $[(D+E)/(A+B+C+D+E)] \times 100$ . The letters in this calculation correspond with the progress category totals on the previous page.

$$\left( \frac{D + E}{A + B + C + D + E} \right) \times 100$$



**Indicator 7c:  
Making  
Connections**

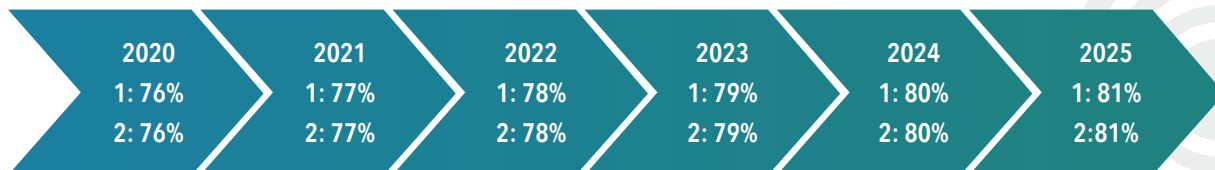
**Related California School Dashboard Indicator**  
No related Dashboard indicator

**Related LCAP Priority**  
Priority 7: Course Access

**Associated Special Education Monitoring Activities**  
Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:  
<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>

## What is the target for Indicator 7c: Preschool Outcomes, Use of Appropriate Behaviors?

The California State Performance Plan established the following targets by school year for the two summary statements included in Indicator 7c:



Indicator targets may adjust; therefore, to view the current year target for Indicator 7c, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.





# 8

## State Performance Plan Indicator 8: Parental Involvement

Indicator 8 is a performance indicator that measures the percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.

### Which Local Educational Agencies (LEAs) receive results for this indicator?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-22 will receive results for Indicator 8.

### What is the data source?

Indicator 8 utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) submission. The specific CALPADS fields used for calculating Indicator 8 are: Parent Involvement, District of Special Education Accountability, and School Code. The Parent Input field represents the following question on the Individualized Education Program (IEP) document: ***“Did the school district facilitate parent involvement as a means of improving services and results for your child?”*** This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

Results are calculated by dividing the number of respondent parents who reported “yes” by the total number of respondent parents within the LEA, multiplied by 100.

$$\left( \frac{\text{\# of respondent parents who reported "yes"}}{\text{Total \# of respondent parents within the LEA}} \right) \times 100$$



#### Related California School Dashboard Indicator

Local Indicator: Parent Engagement

Refer to the following page for additional information.

#### Related LCAP Priority

Priority 3: Parent Involvement

#### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:

<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



## What is the target for Indicator 8: Parent Involvement?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 8, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 8: Parent Involvement and the California Dashboard Parent Engagement Indicator.

	SPP Indicator 8: Parent Involvement	Dashboard Indicator: Parent Engagement <i>(Not reported for the 20-21 SY)</i>
<b>Description</b>	Performance indicator that measures the percent of parents of a student receiving special education services who reported that schools facilitated their involvement as a means of improving services and results for students with disabilities.	Local indicator that measures whether the LEA received parent input in decision-making and promoted parental participation in education programs for students.
<b>Participants</b>	Parents of students with disabilities.	Parents of all students attending the LEA.
<b>Data Source</b>	CALPADS.	Survey or other measure as determined by the LEA. LEA reports summary of progress toward: (1) seeking input from parents/guardians in decision-making; and (2) promoting parental participation in programs. Description of why measures were selected and relationship to LCAP priorities are also required.
<b>Calculation</b>	Number of respondent parents who responded "yes" to the question: "Did the school district facilitate parent involvement as a means of improving services and results for your child?" divided by the total number of respondent parents with the LEA, multiplied by 100.	No specific calculation. SBE-approved standards for local indicators are used to support an LEA in both measuring and reporting progress. The LEA will select <i>Met</i> or <i>Not Met</i> based on whether the standard for a local indicator was achieved.
<b>Results</b>	SPP performance indicators are measured in relation to targets approved by the SBE. Results are provided annually to the LEA in the APR. APRs are publicly accessible at: <a href="https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Performance is measured by whether the LEA has met the SBE-approved standard. "Standard Met" or "Standard Not Met" results are provided on the specific LEAs dashboard. Dashboard results are updated annually and are publicly available at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>



# 9

## State Performance Plan Indicator 9: Disproportionate Representation: Overall

Indicator 9 is a compliance indicator that measures the percent of Local Education Agencies (LEAs) with disproportionate representation of racial and ethnic groups receiving special education and related services as a result of inappropriate identification.

### Which Local Educational Agencies (LEAs) receive results for this indicator?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-22 will receive results for Indicator 9.

### What is the data source?

Indicator 9 utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) submission. The specific CALPADS fields used for calculating Indicator 9 are: Birth Date, Race/Ethnicity, District of Special Education Accountability, and School Code. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

As of 2016<sup>1</sup>, Indicator 9 utilizes a risk ratio. A risk ratio is a calculation performed by dividing the risk of a particular outcome (special education identification) for children in one racial or ethnic group within the LEA by the risk for children in all other racial and ethnic groups within the LEA. Risk ratios in excess of 3.0 are considered to be the result of inappropriate identification.

$$\left( \frac{\text{Students with disabilities in a specific race/ethnicity group}}{\text{Students in the same race/ethnicity group in general education}} \right) \times 100$$
$$\left( \frac{\text{Students with disabilities NOT in a specific race/ethnicity group}}{\text{Students NOT in the same race/ethnicity group in general education}} \right) \times 100$$

*Note: In cases where either the numerator or denominator of the particular race/ethnicity group fails to meet the minimum size (numerator less than 10 or denominator less than 20), an Alternate Risk Ratio (ARR) is utilized. The ARR is a calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within the LEA by the risk of that outcome for children in all other racial or ethnic groups in the State, rather than in the LEA.*



**Related CA Dashboard Indicator**  
No related Dashboard indicator



**Related LCAP Priorities**  
1: Basic Services, 2: State Standards,  
4: Student Achievement, and 7: Course Access



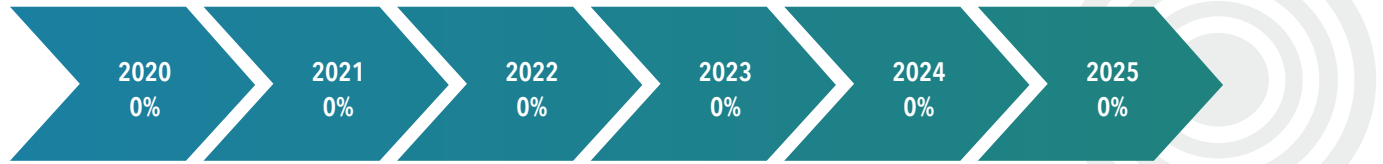
**Associated Special Education Monitoring Activities**  
Please visit:  
<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



<sup>1</sup> For more information on the change in regulations, please visit [https://sites.ed.gov/idea/files/20161219-Part\\_B\\_final\\_regulations.pdf](https://sites.ed.gov/idea/files/20161219-Part_B_final_regulations.pdf).

## What is the target for Indicator 9: Disproportionate Representation: Overall?

The California State Performance Plan established the following targets by school year:



Indicator 9 uses a state-level target and requires that 0% of LEAs, statewide, will have a disproportionate representation of racial and ethnic groups in special education as a result of inappropriate identification. It is recommended that LEA staff refer to their Annual Performance Report (APR) to locate LEA-level information. LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.



# 10

## State Performance Plan Indicator 10: Disproportionate Representation by Disability Categories

Indicator 10 is a compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.

### Which Local Educational Agencies (LEAs) receive results for this indicator?

The LEA designated as the District of Special Education Accountability for students with disabilities ages 3-22 will receive results for Indicator 10.

### What is the data source?

Indicator 10 utilizes data from the Census California Longitudinal Pupil Achievement Data System (CALPADS) submission. The specific CALPADS fields used for calculating Indicator 10 are: Birth Date, Race/Ethnicity, Primary Disability, District of Special Education Accountability, and School Code. This indicator is reported by the District of Special Education Accountability.

### How are results calculated?

As of 2016<sup>1</sup>, Indicator 10 utilizes a risk ratio. A risk ratio is a calculation performed by dividing the risk of a particular outcome (special education identification) for children in one racial or ethnic group within the LEA by the risk for children in all other racial and ethnic groups within the LEA. Risk ratios in excess of 3.0 are considered to be the result of inappropriate identification. This calculation is conducted for each of the following disability categories:

- Autism
- Emotional Disturbance
- Intellectual Disability
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment

$$\left( \frac{\text{Students with disabilities within a specific race/ethnicity group}}{\text{Students in the same race/ethnicity group in general education}} \right) \times 100$$
$$\left( \frac{\text{Students with disabilities NOT within a specific race/ethnicity group}}{\text{Students NOT in the same race/ethnicity group in general education}} \right) \times 100$$

*Note: In cases where either the numerator or denominator of the particular race/ethnicity group fails to meet the minimum size (numerator less than 10 or denominator less than 20), an Alternate Risk Ratio (ARR) is utilized. The ARR is a calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within the LEA by the risk of that outcome for children in all other racial or ethnic groups in the State, rather than in the LEA.*



<sup>1</sup> For more information on the change in regulations, please visit [https://sites.ed.gov/idea/files/20161219-Part\\_B\\_final\\_regulations.pdf](https://sites.ed.gov/idea/files/20161219-Part_B_final_regulations.pdf).



## Indicator 10: Making Connections



### Related California School Dashboard Indicator

No related Dashboard indicator



### Related LCAP Priorities

- Priority 1: Basic Services
- Priority 2: State Standards
- Priority 4: Student Achievement
- Priority 7: Course Access



### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit: <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>

## What is the target for Indicator 10: Disproportionate Representation by Disability Categories?

The California State Performance Plan established the following targets by school year:



Indicator 10 uses a state-level target and requires that 0% of LEAs, statewide, will have a disproportionate representation of racial and ethnic groups in specific disability categories, as a result of inappropriate identification. It is recommended that LEA staff refer to their Annual Performance Report (APR) to locate LEA-level information. LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.



# 11

## State Performance Plan Indicator 11: Child Find

Indicator 11 is a compliance indicator that measures the percent of students whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation.

### Which Local Educational Agencies (LEAs) receive results for this indicator?

The LEA designated as the Reporting LEA for students with disabilities ages 3-22 will receive results for Indicator 11.

### What is the data source?

Indicator 11 utilizes data from the California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year (EOY) 4 submission. The specific CALPADS fields used for calculating Indicator 11 are: Parental Consent Date, Initial Evaluation Date, Meeting Delay, and Reporting LEA. Parental Consent refers to the date the parent signed in consent to the assessment plan. This indicator is reported by the Reporting LEA.

### How are results calculated?

Results are calculated by dividing the number of students with disabilities with an evaluation for Special Education done within 60 days of parental consent by the number of students who received parental consent minus those evaluations delayed<sup>1</sup>, multiplied by 100.

$$\left( \frac{\text{\# of students with an evaluation for special education done within 60 days of parental consent}}{\text{\# of students who received parental consent minus delayed evaluations}^1} \right) \times 100$$



#### Related California School Dashboard Indicator

No related Dashboard indicator



#### Related LCAP Priority

Priority 1: Basic Services



#### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:

<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>

<sup>1</sup> Delay codes may be used if the parent of a student repeatedly failed or refused to bring the student for the evaluation, or a student enrolled in a school of another public agency after the timeframe for initial evaluations had begun yet prior to a determination by the student's previous public agency as to whether the student is a student with a disability. In these situations, the student was eliminated from both the numerator and the denominator.



## What is the target for Indicator 11: Child Find?

Indicator 11 is a compliance indicator. Compliance indicator targets are set at either 0% or 100% based on the requirements of IDEA. Regarding eligibility evaluations, IDEA requires that eligibility for special education be determined within 60 days of receiving parental consent for initial evaluation. Therefore, the California State Performance Plan established the following targets by school year:



The current year target for Indicator 11 can also be viewed in the LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.





# 12

## State Performance Plan Indicator 12:

### Early Childhood Transition

Indicator 12 is a compliance indicator that 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.

#### Which Local Educational Agencies (LEAs) receive results for this indicator?

The LEA designated as the Reporting LEA for students with disabilities ages birth-22 will receive results for Indicator 12.

#### What is the data source?

Indicator 12 utilizes data from the California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year (EOY) 4 submission as well as a data file from the California Department of Developmental Services. The specific CALPADS fields used for calculating Indicator 12 are: Birth Date, Initial Evaluation Date, Meeting Delay, Plan Type, and Reporting LEA. This indicator is reported by the Reporting LEA.

#### How are results calculated?

Results are calculated by dividing the number of students who turned three, who were receiving services from Part C, and had a Part B evaluation completed prior to their third birthday by the number of students who turned three and who

were receiving services from Part C minus those that were ineligible, whose parents refused or were referred to Part B within 60 days of their third birthday. The result is then multiplied by 100.

$$\left( \frac{\text{\# of students who turned 3, were receiving Part C and had a Part B evaluation completed prior to their 3rd birthday}}{\text{\# of students who turned 3 and were receiving Part C minus those who were ineligible, whose parents refused or were referred to Part B within 60 days of their 3rd birthday}} \right) \times 100$$



#### Related California School Dashboard Indicator

No related Dashboard indicator



#### Related LCAP Priority

Priority 1: Basic Services



#### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:

<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>

## What is the target for Indicator 12: Early Childhood Transition?

Indicator 12 is a compliance indicator. Compliance indicator targets are set at either 0% or 100% based on the requirements of IDEA. Regarding Timely Part C to B Transition, IDEA requires that all students 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) must have an IEP developed and implemented by their third birthday. Therefore, the California State Performance Plan established the following targets by school year:



The current year target for Indicator 12 can also be viewed in the LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.



# 13

## State Performance Plan Indicator 13: Secondary Transition

Indicator 13 is a compliance indicator that measures the percent of students with disabilities ages 16 and above with an IEP that includes appropriate measurable post-secondary goals annually updated and based on age-appropriate transition assessment and services. This includes courses of study that will reasonably enable the student to meet those post-secondary goals and annual IEP goals related to the student's transition service needs.

### Which Local Educational Agencies (LEAs) receive results for this indicator?

The LEA designated as the Reporting LEA for students with disabilities ages 16-22 will receive results for Indicator 13.

### What is the data source?

Indicator 13 is calculated using data from the California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year (EOY) 4 submission. This indicator is reported by the Reporting LEA. The specific CALPADS fields used for calculating Indicator 13 are: Reporting LEA, Birth Date, and Post-Secondary Goals 1-8. Goals 1-8 require that the IEP team answer yes or no to the questions below. To be compliant with this indicator, all questions must be marked "yes" with the exception of the "if appropriate and agreed upon, agencies invited" field which may be marked "yes" or "N/A".

- Is there an appropriate measurable post-secondary goal or goals that covers education or training, employment, and, as needed, independent living?
- Is (are) the post-secondary goal(s) updated annually?
- Is there evidence that the measurable post-secondary goal(s) were based on age-appropriate transition assessment?
- Are there transition services included in the IEP that will reasonably enable the student to meet his or her post-secondary goals?
- Do the transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goals?
- Is (are) there annual goal(s) included in the IEP that are related to the student's transition services needs?
- Is there evidence that the student was invited?
- If appropriate, is there evidence that a representative of any participating agency was invited with the prior consent of the parent or student who has reached the age of majority?



#### Related California School Dashboard Indicator

No related Dashboard indicator

#### Related LCAP Priority

Priority 8: Student Outcomes

#### Associated Special Education Monitoring Activities

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:

<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



### How are results calculated?

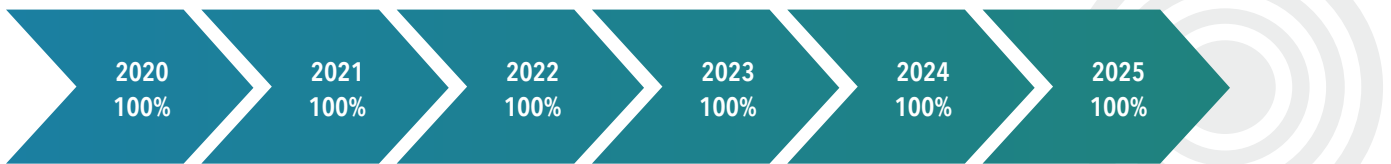
Results are calculated by dividing the number of students with disabilities ages sixteen and above whose IEP includes appropriate measurable post-secondary goals that are annually updated and based upon an age-appropriate transition

assessment and transition services ("yes" response on Goals 1 through 8 on the IEP, with the exception of "agencies invited" which may have a "yes" or "N/A" response) divided by the number of students with disabilities ages sixteen and above, multiplied by 100.

$$\left( \frac{\text{\# of students with disabilities ages 16 and above with "yes" responses on transition service goals 1 through 8}}{\text{Total \# of students with disabilities ages 16 and above}} \right) \times 100$$

### What is the target for Indicator 13: Secondary Transition?

Indicator 13 is a compliance indicator. Compliance indicator targets are set at either 0% or 100% based on the requirements of IDEA. Regarding secondary transition goals and services, IDEA requires that all students ages 16 years and older have IEPs that include appropriate post-secondary goals and additional transition requirements on or before their 16th birthday. Therefore, the California State Performance Plan established the following targets by school year:



The current year target for Indicator 13 can also be viewed in the LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.



# 14

## State Performance Plan Indicator 14a: Post-School Outcomes: Higher Education

Indicator 14 is a performance indicator that utilizes three components to measure post-school outcomes. 14a is a performance indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education within one year of leaving high school.

### What are the components of Indicator 14?

Indicator 14 utilizes three components to measure varying degrees of post-school outcomes for students with disabilities. This handout will focus solely on indicator 14a.

- 14a Higher Education
- 14b Higher Education or Competitively Employed
- 14c Any Post-Secondary Education or Employed

### Which Local Educational Agencies (LEAs) receive results for Indicator 14a?

The LEA designated as the Reporting LEA for students with disabilities in grades 9-12 will receive results for Indicator 14a.

### What is the data source?

Indicator 14 uses data from the California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year (EOY) 4 submission. The CALPADS EOY 4 submission contains one record for each student who exited from the high school program or the Special Education Local Plan Area (SELPA) during the prior year except those students who returned to regular education, transferred to another program, or are deceased. Staff may collect data through a variety of methods including interviews and surveys. Additional CALPADS fields used for calculating Indicator 14a are Post-Secondary Status and Reporting LEA.

### How are results calculated?

Results are calculated by dividing the number of youth with disabilities with IEPs in effect when they left school who enrolled in higher education within one year of exiting secondary school by the number of respondent youth who are no longer in secondary school. The result is then multiplied by 100.

$$\left( \frac{\text{\# of youth with IEPs when they left school who enrolled in higher education within one year of exiting secondary school}}{\text{\# of respondent youth who are no longer in secondary school}} \right) \times 100$$



**Related CA Dashboard Indicator**  
State Indicator: Preparation for College/Career



**Related LCAP Priority**  
Priority 4: Student Achievement



**Associated Special Education Monitoring Activities**

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit: <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



## What is the target for Indicator 14a: Post-School Outcomes: Higher Education?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 14a, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 14a: Post School Outcomes: Higher Education and the Dashboard Preparation for College/Career Indicator.

	SPP Indicator 14a: Higher Education	Dashboard Indicator: Preparation for College/Career (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures post-school outcomes for youth with IEPs who are no longer in secondary school and were enrolled in higher education within one year of leaving school.	State indicator that utilizes various college and career metrics to measure student's preparedness for college. For more information on this indicator, visit: <a href="http://www.cde.ca.gov/ta/ac/cm/ccical.asp">www.cde.ca.gov/ta/ac/cm/ccical.asp</a> .
<b>Participants</b>	Youth with disabilities who are no longer in secondary school and had IEPs in effect when they left school.	All students grades 9-12. For students with disabilities (SWD) subgroup, SWD are defined as students who are marked as SWD at any time during the four-year cohort.
<b>Data Source</b>	CALPADS.	CALPADS.
<b>Calculation</b>	Number of youth with disabilities who had IEPs in effect when they left school who enrolled in higher education within one year of exiting secondary school divided by the number of respondent youth who are no longer in secondary school, multiplied by 100.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. <u>Status Calculation:</u> (Number of combined four- and five-year graduates who met the "prepared" criteria on the CCI Model) divided by (total number of students in the four-year cohort plus the number of five-year graduates who met the "prepared" criteria). <u>Change Calculation:</u> Current year status minus prior year status.
<b>Results</b>	SPP performance indicators, such as post-school outcomes, are measured in relation to targets approved by the SBE. Indicator results are summarized in the LEA-level APR which are publicly accessible at: <a href="http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Dashboard state indicators, such as Preparation for College/Career, utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>



# 14

## State Performance Plan Indicator 14b: Post-School Outcomes: Higher Education or Competitively Employed

Indicator 14 is a performance indicator that utilizes three components to measure post-school outcomes. 14b is a performance indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.

### What are the components of Indicator 14?

Indicator 14 utilizes three components to measure varying degrees of post-school outcomes for students with disabilities. This handout will focus solely on indicator 14b.

- 14a Higher Education
- 14b Higher Education or Competitively Employed
- 14c Any Post-Secondary Education or Employed

### Which Local Educational Agencies (LEAs) receive results for Indicator 14b?

The LEA designated as the Reporting LEA for students with disabilities in grades 9-12 will receive results for Indicator 14b.

### What is the data source?

Indicator 14 uses data from the California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year (EOY) 4 submission. The CALPADS EOY 4 submission contains one record for each student who exited from the high school program or the Special Education Local Plan Area (SELPA) during the prior year except those students who returned to regular education, transferred to another program, or are deceased. Staff may collect data through a variety of methods including interviews and surveys. Additional CALPADS fields used for calculating Indicator 14b are Post-Secondary Status and Reporting LEA.

### How are results calculated?

Results are calculated by dividing the number of youth with IEPs in effect when they left school who enrolled in higher education or were competitively employed within one year of exiting secondary school by the number of respondent youth who are no longer in secondary school, multiplied by 100.

$$\left( \frac{\text{\# of youth with IEPs when they left school who enrolled in higher education or were competitively employed within one year of exiting secondary school}}{\text{\# of respondent youth who are no longer in secondary school}} \right) \times 100$$



#### Related CA Dashboard Indicator

State Indicator: Preparation for College/Career



#### Related LCAP Priority

Priority 4: Student Achievement



#### Associated Special Education Monitoring Activity

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:

<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



## What is the target for Indicator 14b Post-School Outcomes: Higher Education or Competitively Employed?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 14b, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 14b and the Dashboard Preparation for College/Career Indicator.

	SPP Indicator 14b: Higher Education or Competitively Employed	Dashboard Indicator: Preparation for College/Career (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures post-school outcomes for youth with IEPs who are no longer in secondary school and were enrolled in higher education or competitively employed within one year of leaving school.	State indicator that utilizes various college and career metrics to measure student's preparedness for college. For more information on this indicator, visit: <a href="http://www.cde.ca.gov/ta/ac/cm/ccical.asp">www.cde.ca.gov/ta/ac/cm/ccical.asp</a> .
<b>Participants</b>	Youth with disabilities who are no longer in secondary school and had IEPs in effect when they left school.	All students grades 9-12. For students with disabilities (SWD) subgroup, SWD are defined as students who are marked as SWD at any time during the four-year cohort.
<b>Data Source</b>	CALPADS.	CALPADS.
<b>Calculation</b>	Number of youth with disabilities with IEPs in effect when they left school who enrolled in higher education or were competitively employed within one year of exiting secondary school divided by the number of respondent youth who are no longer in secondary school.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. <u>Status Calculation:</u> (Number of combined four- and five-year graduates who met the "prepared" criteria on the CCI Model) divided by (total number of students in the four-year cohort plus the number of five-year graduates who met the "prepared" criteria). <u>Change Calculation:</u> Current year status minus prior year status.
<b>Results</b>	SPP performance indicators, such as post-school outcomes, are measured in relation to targets approved by the SBE. Indicator results are summarized in the LEA-level APR which are publicly accessible at: <a href="http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Dashboard state indicators, such as Preparation for College/Career, utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>





# 14

## State Performance Plan Indicator 14c: Post-School Outcomes: Post-Secondary Education or Employed

Indicator 14 is a performance indicator that utilizes three components to measure post-school outcomes. 14c is a performance indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education or other post-secondary education/training program; or competitively employed or in some other employment within one year.

### What are the components of Indicator 14?

Indicator 14 utilizes three components to measure varying degrees of post-school outcomes for students with disabilities. This handout will focus solely on indicator 14c.

- 14a Higher Education
- 14b Higher Education or Competitively Employed
- 14c Any Post-Secondary Education or Employed

### Which Local Educational Agencies (LEAs) receive results for Indicator 14c?

The LEA designated as the Reporting LEA for students with disabilities in grades 9-12 will receive results for Indicator 14c.

### What is the data source?

Indicator 14 uses data from the California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year (EOY) 4 submission. The CALPADS EOY 4 submission contains one record for each student who exited from the high school program or the Special Education Local Plan Area (SELPA) during the prior year except those students who returned to regular education, transferred to another program, or are deceased. Staff may collect data through a variety of methods including interviews and surveys. Additional CALPADS fields used for calculating Indicator 14c are Post-Secondary Status and Reporting LEA.

### How are results calculated?

Results are calculated by dividing the number of youth with IEPs in effect when they left school who enrolled in higher education or other post-secondary education/training program; or were competitively employed or in some other employment within one year, divided by respondent youth who are no longer in secondary school. The result is then multiplied by 100.

$$\left( \frac{\text{\# of youth with IEPs when they left school who enrolled in post-secondary education or were employed within one year of exiting secondary school}}{\text{\# of respondent youth who are no longer in secondary school}} \right) \times 100$$



#### Related CA Dashboard Indicator

State Indicator: Preparation for College/Career



#### Related LCAP Priority

Priority 4: Student Achievement



#### Associated Special Education Monitoring Activity

Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit:

[-https://www.cde.ca.gov/sp/se/qa/cimprocess.asp](https://www.cde.ca.gov/sp/se/qa/cimprocess.asp)



## What is the target for Indicator 14c Post-School Outcomes: Any Post-Secondary Education or Employed?

The California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 14c, please refer to your LEA's Annual Performance Report. LEA reports can be viewed by visiting CDE's Annual Performance Report Measures page:

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

## Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 14c and the Dashboard Preparation for College/Career Indicator.

	SPP Indicator 14c: Any Post-Secondary Education or Employed	Dashboard Indicator: Preparation for College/Career (Not reported for the 20-21 SY)
<b>Description</b>	Performance indicator that measures post-school outcomes for youth with IEPs who are no longer in secondary school and were enrolled in higher education or other postsecondary education/training program; or competitively employed or in some other employment within one year of leaving school.	State indicator that utilizes various college and career metrics to measure student's preparedness for college. For more information on this indicator, visit: <a href="http://www.cde.ca.gov/ta/ac/cm/ccical.asp">www.cde.ca.gov/ta/ac/cm/ccical.asp</a> .
<b>Participants</b>	Youth with disabilities who are no longer in secondary school and had IEPs in effect when they left.	All students grades 9-12. For students with disabilities (SWD) subgroup, SWD are defined as students who are marked as SWD at any time during the four-year cohort.
<b>Data Source</b>	CALPADS.	CALPADS.
<b>Calculation</b>	Number of youth with disabilities who had IEPs in effect when they left school and who enrolled in post-secondary education or were employed one year after exiting secondary school divided by the number of respondent youth who are no longer in secondary school.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. <u>Status Calculation:</u> (Number of combined four- and five-year graduates who met the "prepared" criteria on the CCI Model) divided by (total number of students in the four-year cohort plus the number of five-year graduates who met the "prepared" criteria). <u>Change Calculation:</u> current year status minus prior year status.
<b>Results</b>	SPP performance indicators, such as post-school outcomes, are measured in relation to targets approved by the SBE. Indicator results are summarized in the LEA-level APR which are publicly accessible at: <a href="http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp">www.cde.ca.gov/sp/se/ds/leadatarpts.asp</a> .	Dashboard state indicators, such as Preparation for College/Career, utilize a color-coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are accessible at: <a href="http://www.caschooldashboard.org">www.caschooldashboard.org</a> .
<b>Associated Monitoring Activity</b>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>	Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. Please visit: <a href="https://www.cde.ca.gov/sp/se/qa/cimprocess.asp">https://www.cde.ca.gov/sp/se/qa/cimprocess.asp</a>



# Appendices



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# Appendix A: District of Special Education Accountability (DSEA) and Reporting LEA

Data for each State Performance Plan indicator is reported by either the District of Special Education Accountability (DSEA) (previously known as *District of Residence*) or the Reporting LEA (previously known as *District of Service*). Consideration of which entity is responsible for reporting data is particularly helpful for LEAs with students placed in other district, county, or charter school programs through the IEP process. Please note that LEAs with students attending a nonpublic school or residential program maintain status as both the DSEA and Reporting LEA for those students. Therefore, students attending a nonpublic school or residential program will be included in the LEA's State Performance Plan indicator calculations. Definitions of both the DSEA and Reporting LEA are included below<sup>1</sup>. For a comprehensive table of common scenarios for determining which LEA is responsible for reporting students with disabilities data (as well as which LEA will be held accountable on the Dashboard) please visit CDE's Reporting Data for Students with Disabilities resource at <https://www.cde.ca.gov/ds/sp/cl/swdreporting.asp>.

District of Special Education Accountability	Reporting LEA
<p><b>The district of GEOGRAPHIC residence, under the following conditions:</b></p> <ul style="list-style-type: none"> <li>• The student's parent(s) or guardian(s) reside in the same district in which the student is receiving special education instruction and related services.</li> <li>• The student is placed outside of his/her district of geographic residence through the IEP process.</li> </ul> <p><b>A district OTHER THAN the district of geographic residence, under the following conditions:</b></p> <ul style="list-style-type: none"> <li>• The student has a formal inter-district transfer agreement. (DSEA = the county/district to which the student has transferred.)</li> <li>• The student attends a charter school. (DSEA = the charter school.)</li> <li>• The student is a ward of the court and housed in a juvenile court, court/community school, or licensed children's institution. (DSEA = the district or COE serving the student while the student is incarcerated/institutionalized.)</li> <li>• The student is a ward of the court and housed in an adult correctional facility (e.g., a county jail). (DSEA = the county/district last responsible for the IEP.)</li> </ul>	<p><b>The district that provides the majority of special education instruction and related services.</b></p> <ul style="list-style-type: none"> <li>• If a student is attending school in a district but is receiving special education-related services (e.g., speech only) at another district or county office, then the Reporting LEA would be the district where the student is attending school. The district/county office providing the service only is a service provider.</li> <li>• In cases where a student is referred to another district or county program where they receive both instructional and special education-related services under a local agreement, that district or county office becomes the Reporting LEA. The referring district is the DSEA.</li> <li>• If a student transfers to a district under an inter-district transfer, the receiving district becomes the DSEA.</li> </ul>

<sup>1</sup> California Department of Education CALPADS Team and Special Education Division. (2018, December 18). *CASEMIS to CALPADS (C2C) Transition Updates*. Retrieved from: <https://www.cde.ca.gov/ds/sp/cl/c2cnews20181218.asp>.



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## Appendix B: State Performance Plan Indicators At-A-Glance

SPP Indicator	Definition	Data Source	Making Connections		
			Monitoring <sup>1</sup>	LCAP	Dashboard
<b>1: Graduation Rate</b>	Performance indicator that measures the percent of students with IEPs graduating from high school with a regular diploma.	CALPADS	--	Student Engagement	Graduation Rate
<b>2: Dropout Rate</b>	Performance indicator that measures the percent of students ages 14-21 who exited special education services by dropping out of high school.	CALPADS	--	Student Engagement	None
<b>3: Statewide Assessment</b>	Performance indicator that measures the participation and performance of students with disabilities (SWD) in grades 4, 8, and 11 on statewide assessments using four components (calculated separately for ELA and Math):	3a: Participation rate for students with IEPs in grades 4, 8, and 11.	--		
		3b: Proficiency rate for students with IEPs in grades 4, 8, and 11 against grade-level academic achievement standards.	--	Student Achievement	
		3c: Proficiency rate for students with IEPs in grades 4, 8, and 11 against alternate academic achievement standards.	--	Course Access	Academic Performance
		3d: Gap in proficiency rates between students with IEPs and all students against grade-level academic achievement standards (grades 4, 8, and 11 only).	--	Student Outcomes	
<b>4: Discipline Rate</b>	Performance indicator that measures the discipline rate of SWD using two components:	4a: Performance indicator that measures the number of SWD who were disciplined for greater than 10 cumulative days in a school year.	--	School Climate	Suspension Rate
		4b: Compliance indicator that measures the discipline rate of SWD by race/ethnicity.	--		
<b>5: Least Restrictive Education Environments</b>	Performance indicator that utilizes three components to measure whether SWD (ages 6-22 and 5-year-olds in kindergarten/TK) are educated within the LRE:	5a: Rate of SWD in regular classroom 80% or more of the day.	--		
		5b: Rate of SWD inside the classroom less than 40% of the day.	--	Basic Services	Access to Broad Course of Study
		5c: Rate of SWD in a separate setting.	--	Course Access	
<b>6: Preschool Least Restrictive Environment (LRE)</b>	Performance indicator that utilizes three components to measure whether preschool students with disabilities are educated within the LRE:	6a: % of preschool SWD receiving the majority of services in the regular setting.	--	Basic Services	None
		6b: % of preschool SWD in a separate setting.	--	Course Access	
		6c: % of preschool SWD receiving the majority of services in the home.	--		



**SWD:** Students with Disabilities; **CAA:** California Alternate Assessment; **LRE:** Least Restrictive Environment; **LCAP:** Local Control Accountability Plan; **CALPADS:** California Longitudinal Pupil Achievement Data System; **P:** Performance; **C:** Compliance; **D:** Disproportionality; **SD:** Significant Disproportionality; **SA:** School Age; **PA:** Preschool Age

Updated 11/2022 to accompany the 20-21 APR. Access the full guide, including this appendix, by visiting [systemimprovement.org/resources](https://systemimprovement.org/resources).

## Appendix B: State Performance Plan Indicators At-A-Glance, Continued

SPP Indicator	Definition	Data Source	Making Connections		
			Monitoring <sup>1</sup>	LCAP	Dashboard
<b>7: Preschool Outcomes</b>	Performance indicator that utilizes three components to measure outcomes for preschool SWD:	DRDP	--		
	7a: Positive Social-Emotional Skills				
	7b: Acquisition and Use of Knowledge and Skills	DRDP	--	Course Access	None
	7c: Use of Appropriate Behaviors	DRDP	--		
<b>8: Parent Involvement</b>	Performance indicator that measures the percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for SWD.	CALPADS	--	Parent Involvement	Parent Engagement
<b>9: Disproportionate Representation: Overall</b>	Compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in special education.	CALPADS	--	Basic Services, State Standards, Student Achievement, Course Access	None
<b>10: Disproportionate Representation by Disability Category</b>	Compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.	CALPADS	--	Basic Services, State Standards, Student Achievement, Course Access	None
<b>11: Child Find</b>	Compliance indicator that measures the percent of students whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation.	CALPADS	--	Basic Services	None
<b>12: Early Childhood Transition</b>	Compliance indicator that measures the percent of children referred by the infant program (IDEA Part C) 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.	CALPADS	--	Basic Services	None
<b>13: Secondary Transition</b>	Compliance indicator that measures the percent of SWD ages 16 and above with an IEP that includes appropriate measurable post-secondary goals.	CALPADS	--	Student Outcomes	None
<b>14. Post-School Outcomes</b>	Performance indicator that utilizes three components to measure post-school outcomes:	CALPADS	--		
		14a. Higher Education			
		14b. Higher Education or Competitively Employed			
	14c. Higher Education or Competitively Employed or other training or employment program	CALPADS	--	Student Achievement	College/Career

<sup>1</sup> Due to COVID-19 disruptions, alternative selection criteria were used for the 21-22 monitoring year. For more information please visit: <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



# Appendix C: Notable Changes to California's State Performance Plan (SPP)

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 LEAs 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.

## Summary of Notable Changes by Indicator (20-21 through 25-26 SPP)

Indicator 1: Graduation Rate						
<b>Summary of Changes</b>	The graduation calculation now uses a one-year calculation and will no longer use the four-year adjusted cohort rate.					
<b>Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>Target</b>	90%*	75.5%	76%	77%	78%	79%

Indicator 2: Dropout Rate						
<b>Summary of Changes</b>	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.					
<b>Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>Target</b>	11%	10%	9%	8%	7%	6%

Indicator 3: Statewide Assessment						
<b>Summary of Changes</b>	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.					
<b>Target by Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>3a: Grade 4, 8, 11 ELA</b>	95%	95%	95%	95%	95%	95%
<b>3a: Grade 4, 8, 11 Math</b>	95%	95%	95%	95%	95%	95%

\*The Indicator 1 data source, calculation, and target for the 2020-2021 APR utilized 2019-2020 metrics to maintain consistency for graduation rate while transitioning to the current State Performance Plan. For questions regarding the Indicator Reports, please contact the Focused Monitoring and Technical Assistance Consultant assigned to the LEA or contact the CDE Special Education Division at 916-445-4613.



## Summary of Notable Changes by Indicator (20-21 through 25-26 SPP) (continued)

Indicator 3: Statewide Assessment (continued)						
Target by Year	2020	2021	2022	2023	2024	2025
<b>3b: Grade 4 ELA</b>	15%	15%	15%	16%	17%	18%
<b>3b: Grade 8 ELA</b>	12%	12%	12%	13%	14%	15%
<b>3b: Grade 11 ELA</b>	14%	14%	14%	15%	16%	17%
<b>3b: Grade 4 Math</b>	15%	15%	15%	16%	17%	18%
<b>3b: Grade 8 Math</b>	8%	8%	8%	9%	10%	11%
<b>3b: Grade 11 Math</b>	8%	8%	8%	9%	10%	11%
<b>3c: Grade 4 ELA</b>	15%	15%	15%	16%	17%	18%
<b>3c: Grade 8 ELA</b>	10%	10%	10%	11%	12%	13%
<b>3c: Grade 11 ELA</b>	14%	14%	14%	15%	16%	17%
<b>3c: Grade 4 Math</b>	7%	7%	7%	8%	9%	10%
<b>3c: Grade 8 Math</b>	8%	8%	8%	9%	10%	11%
<b>3c: Grade 11 Math</b>	6%	6%	6%	7%	8%	9%
<b>3d: Grade 4 ELA</b>	31%	31%	31%	30%	29%	28%
<b>3d: Grade 8 ELA</b>	37%	37%	37%	36%	35%	34%
<b>3d: Grade 11 ELA</b>	42%	42%	42%	41%	40%	39%
<b>3d: Grade 4 Math</b>	25%	25%	25%	24%	23%	22%
<b>3d: Grade 8 Math</b>	29%	29%	29%	28%	27%	26%
<b>3d: Grade 11 Math</b>	27%	27%	27%	26%	25%	24%

Indicator 4: Discipline Rate						
<b>Summary of Changes</b>	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".					
Target by Year	2020	2021	2022	2023	2024	2025
<b>4a</b>	3%	2.8%	2.6%	2.4%	2.2%	2%
<b>4b</b>	0%	0%	0%	0%	0%	0%



## Summary of Notable Changes by Indicator (20-21 through 25-26 SPP) (continued)

Indicator 5: Least Restrictive Education Environments						
<b>Summary of Changes</b>	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.					
<b>Target by Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>5a</b>	58%	60%	62%	64%	67%	70%
<b>5b</b>	19.5%	18%	16.5%	15%	13.5%	12%
<b>5c</b>	3.4%	3.2%	3.0%	2.8%	2.6%	2.4%

Indicator 6: Preschool Least Restrictive Environment (LRE)						
<b>Summary of Changes</b>	There are two changes to this indicator: 1. The removal of five-year-olds 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.					
<b>Target by Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>6a</b>	39%	41%	43%	45%	47%	49%
<b>6b</b>	33%	31%	29%	27%	25%	23%
<b>6c</b>	3.5%	3.5%	3.5%	3.5%	3.5%	3.4%

Indicator 7: Preschool Outcomes						
<b>Summary of Changes</b>	OSEP made no changes to this indicator.					
<b>Target by Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>7a1</b>	76%	77%	78%	79%	80%	81%
<b>7a2</b>	76%	77%	78%	79%	80%	81%
<b>7b1</b>	76%	77%	78%	79%	80%	81%
<b>7b2</b>	76%	77%	78%	79%	80%	81%
<b>7c1</b>	76%	77%	78%	79%	80%	81%
<b>7c2</b>	76%	77%	78%	79%	80%	81%

Indicator 8: Parent Involvement						
<b>Summary of Changes</b>	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).					
<b>Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>Target</b>	95%	95.5%	96%	96.5%	97%	97.5%



## Summary of Notable Changes by Indicator (20-21 through 25-26 SPP) (continued)

Indicator 9: Disproportionate Representation: Overall						
Summary of Changes	OSEP made no changes to these indicators.					
Year	2020	2021	2022	2023	2024	2025
Target	0%	0%	0%	0%	0%	0%

Indicator 10: Disproportionate Representation by Disability Category						
Summary of Changes	OSEP made no changes to this indicator.					
Year	2020	2021	2022	2023	2024	2025
Target	0%	0%	0%	0%	0%	0%

Indicator 11: Child Find						
Summary of Changes	OSEP made no changes to this indicator.					
Year	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

Indicator 12: Early Childhood Transition						
Summary of Changes	OSEP made no changes to this indicator.					
Year	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

Indicator 13: Secondary Transition						
Summary of Changes	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.					
Year	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%



## Summary of Notable Changes by Indicator (20-21 through 25-26 SPP) (continued)

Indicator 14: Post-School Outcomes						
<b>Summary of Changes</b>	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.					
<b>Target by Year</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>14a</b>	55%	56%	57%	58%	59%	60%
<b>14b</b>	75%	76.5%	78%	79.5%	81%	82.5
<b>14c</b>	87%	87.5%	88%	88.5%	89%	89.5%

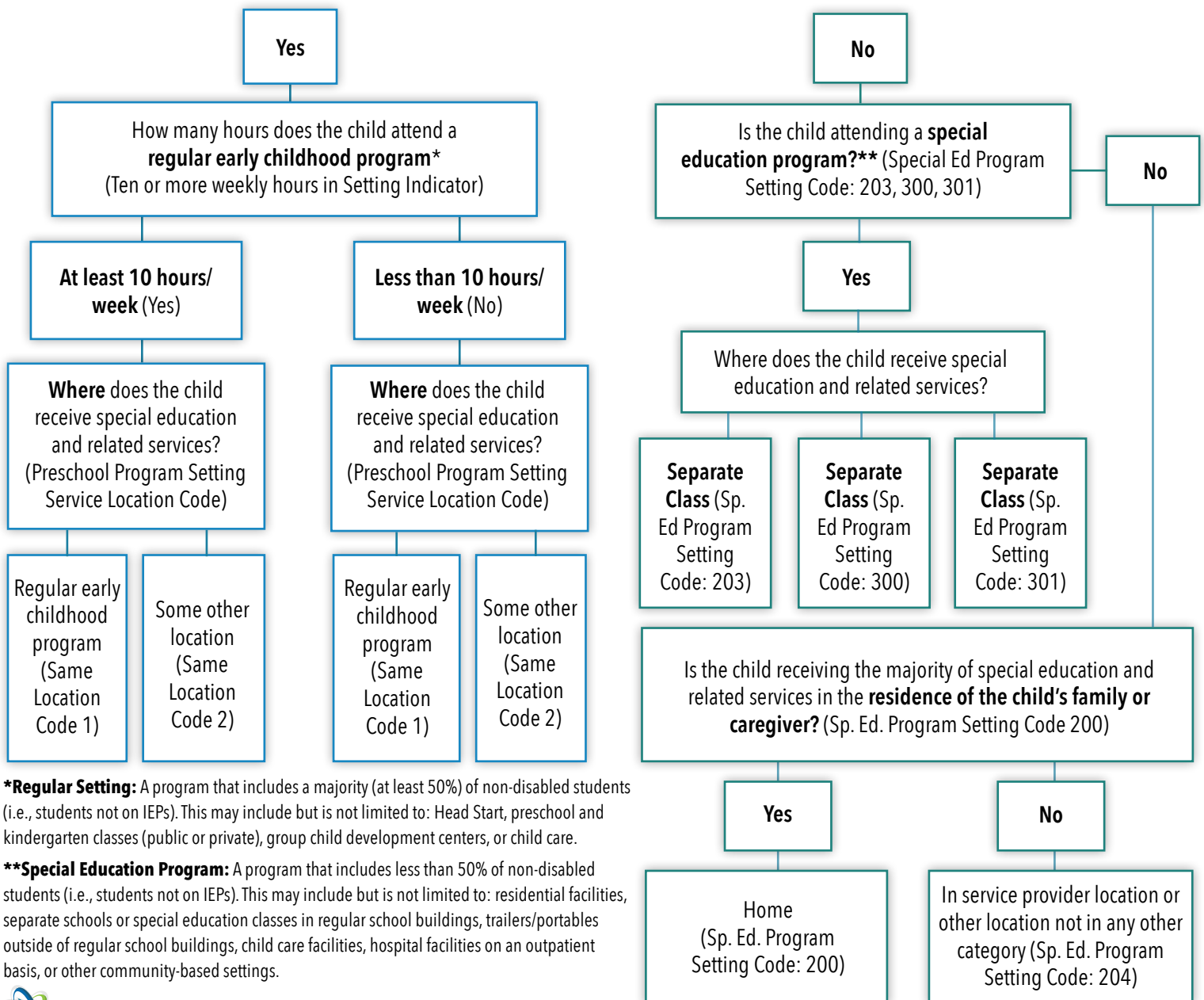
Source: California State Board of Education November 2021 Agenda, Item 18. New Targets for State Performance Plan Indicators in the Annual Performance Report for Part B of the Individuals with Disabilities Education Act of 2004, covering program years 2020-21 through 2025-26.  
Retrieved from: <https://www.cde.ca.gov/be/ag/ag/yr21/agenda202111.asp>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



# Appendix D: Decision Tree for Reporting Educational Environments for Students with IEPs Ages 3 and 4 (Regardless of Grade Level) and 5-Year-Olds in Preschool

The U.S. Department of Education has made changes to Indicator 6: Preschool Least Restrictive Environment (LRE) for Annual Performance Report (APR) reporting beginning in the 20-21 school year. **Per these changes**, five-year-olds in kindergarten or transitional kindergarten are no longer included in Indicator 6: Preschool LRE and are now included within Indicator 5: LRE (*five-year-olds in preschool are still included in Indicator 6: Preschool LRE*). To support teams in reporting, the California Department of Education (CDE) has developed the decision tree tool below to help identify the educational environment for a child with an IEP ages 3-4 (regardless of grade) or age 5 in preschool. A second decision tree tool has been developed for ages 5 (in TK/Kindergarten) through 21. Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each student in only one category.

**Does the child attend a regular early childhood program?**  
(Special Education Program Setting Code: 201)



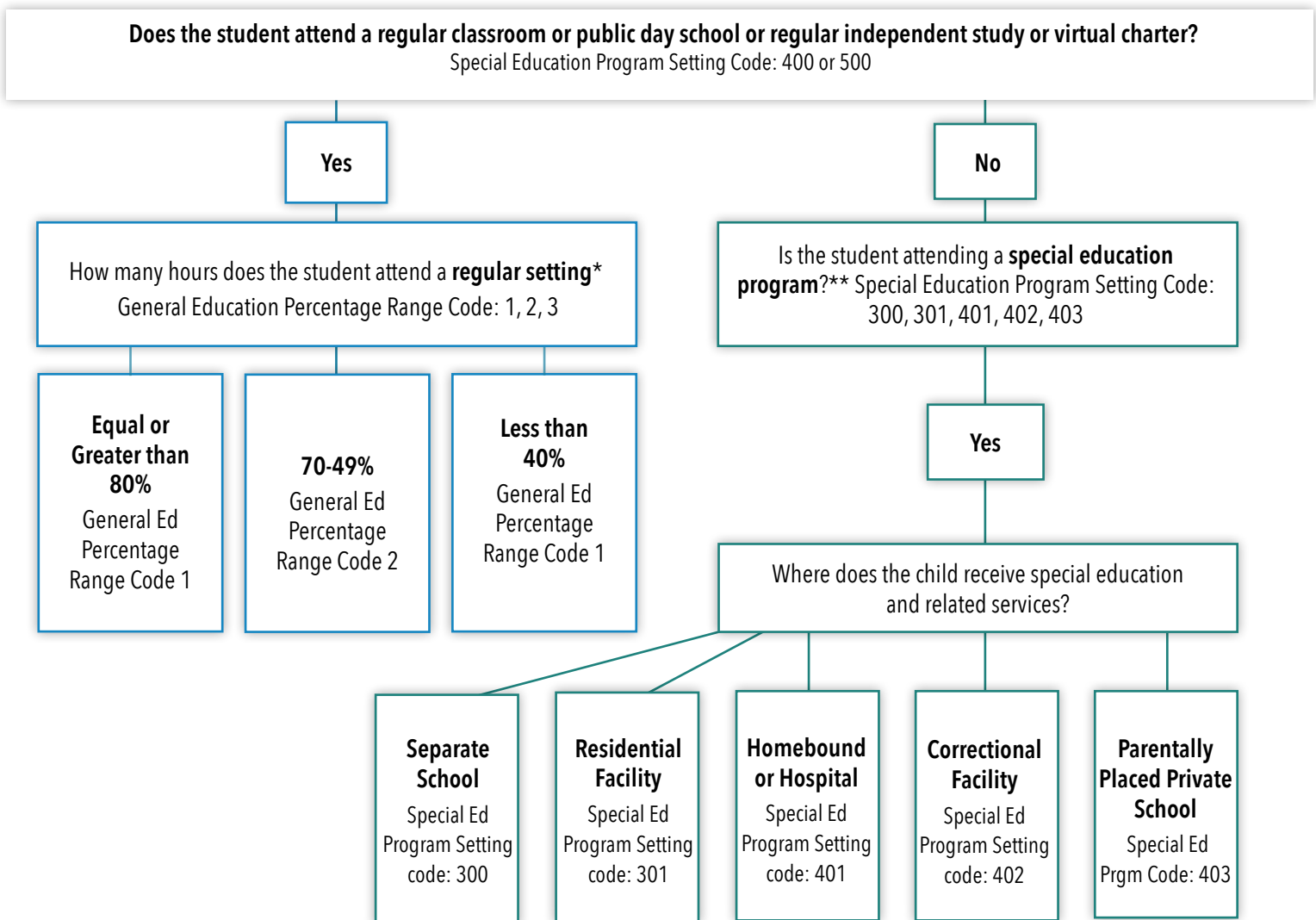
**\*Regular Setting:** A program that includes a majority (at least 50%) of non-disabled students (i.e., students not on IEPs). This may include but is not limited to: Head Start, preschool and kindergarten classes (public or private), group child development centers, or child care.

**\*\*Special Education Program:** A program that includes less than 50% of non-disabled students (i.e., students not on IEPs). This may include but is not limited to: residential facilities, separate schools or special education classes in regular school buildings, trailers/portables outside of regular school buildings, child care facilities, hospital facilities on an outpatient basis, or other community-based settings.



# Appendix E: Decision Tree for Reporting Educational Environments for Students with IEPs Ages 5 (in Kindergarten or TK) through 21

The U.S. Department of Education has made changes to Indicator 6: Preschool Least Restrictive Environment (LRE) for Annual Performance Report (APR) reporting beginning in the 20-21 school year. Per these changes, five-year-olds in kindergarten or transitional kindergarten are no longer included in Indicator 6: Preschool LRE and are now included within Indicator 5: LRE (*five-year-olds in preschool are still included in Indicator 6: Preschool LRE*). To support teams in reporting, the California Department of Education (CDE) has developed the decision tree tool below to support teams in identifying the educational environment for a student with an IEP age 5 (in TK/kindergarten) through 21. A second decision tree tool has been developed for students ages 3-4 (regardless of grade) or age 5 in preschool. Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each student in only one category.



**\*Regular Setting:** A program that includes a majority (at least 50%) of non-disabled students (i.e., students not on IEPs).

**\*\*Special Education Program:** A program that includes less than 50% of non-disabled students (i.e., students not on IEPs). This may include but is not limited to residential facilities, separate schools or special education classes in regular school buildings, trailers/portables outside of regular school buildings, child care facilities, hospital facilities on an outpatient basis, or other community-based settings.

