

2015–16 District Level Special Education Annual Performance Report Measure for
DIXON UNIFIED School District

CDS Code	4870532_00	FMTA Region	3
District Name	DIXON UNIFIED	SELPA	4801 Solano County

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

Graduation Rate	Target	Target Met
81.00	67.51	Yes

Data Source: AYP Graduation Rate <http://www.cde.ca.gov/ds/sd/sd/filescohort.asp>
All LEAs have the same Graduation Rate Target. It is equal to the State target for Students with Disabilities.

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

Percent Dropped Out	Target	Target Met
12.50%	<13.72%	Yes

Data Source: June 2016 CASEMIS Submission: Age, Grade, Exit reason
An asterisk (*) appears to protect student privacy where there are ten or fewer students

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP).

Area	Percent Participated	Participation Target	Target Met	Percent Level 3 or 4 Achievement	Achievement Target	Target Met
English Language Arts	89.52%	95%	No	5.24%	13.90%	No
Math	88.57%	95%	No	6.67%	12.00%	No

Data Source: CAASP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

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

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

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
NA	516	NC	2.43%	No

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

2015–16 District Level Special Education Annual Performance Report Measure for
DIXON UNIFIED School District

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

Ethnicity	Students Suspended or Expelled for More than Ten Days	Total No. of Students (Age 3-22)	Percent of Students Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
American Indian	NA	1	NC	2.43%	No
Asian	NA	9	NC		
African American	NA	20	NC		
Hispanic	NA	309	NC		
Multi-Ethnic	NA	25	NC		
Pacific Islander	NA	NA	NC		
White	NA	152	NC		

Data Source: June 2015 CASEMIS Submission; District of Accountability, Birth Date, SELPA, Student ID, Ethnicity and Discipline Days.

NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform calculation for suspension/expulsion

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

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

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	369	273	73.98%	>49.2%	Yes
B. <40%		39	10.57%	<24.6%	Yes
C. Separate Schools		15	4.07%	<4.4%	Yes

Data Source: December 2015 CASEMIS Submission Items District of Accountability, Age, and a compiled data field consisting of unduplicated Federal School Setting and Percent in Regular Class.

NOTE: Separate Schools includes Students in Separate Schools, Residential Facilities and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School

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2015–16 District Level Special Education Annual Performance Report Measure for
DIXON UNIFIED School District

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

Measure	Total No. of Students receiving Special Education (Age 3-5)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. Regular Program	74	43	58.11%	>41.8%	Yes
B. Separate		11	14.86%	<34.4%	Yes

Data Source: December 2015 CASEMIS Submission Items District of Accountability, Age, and Federal Preschool Setting.

Indicator 7 – Preschool Assessments: This is a **SELPA** level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including personal relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs.

Outcome A	Improved	Total	Percent	Target	Met?
1. Substantially Increased	68	87	1	72.7%	Yes
2. Functioning within age expectations	181	225	80.44%	82.1%	No
Outcome B					
1. Substantially Increased	72	95	75.79%	70.0%	Yes
2. Functioning within age expectations	169	225	75.11%	82.5%	No
Outcome C					
1. Substantially Increased	70	93	75.27%	75.0%	Yes
2. Functioning within age expectations	179	225	79.56%	79.0%	Yes

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

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

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met
498	501	99.40%	>90%	Yes

Data Source: June 2016 CASEMIS Submission Items District of Accountability and Parent Input

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2015–16 District Level Special Education Annual Performance Report Measure for
DIXON UNIFIED School District

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

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

Data Source: CALPADS and December 2015 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

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

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

Data Source: CALPADS and December 2015 CASEMIS Submission Items District of Accountability, Birth Date, Ethnicity, Primary Disability, and Student’s Residence Status

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

No. of Students Assessed	No. Assessed within 60 days of receipt of parental consent for evaluation	No. delayed but within state established time line (e.g. school breaks)	Percent On time	Target	Met Target
72	56	12	93.33%	100%	No

Data Source: June 2016 CASEMIS Submission Items District of Accountability, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

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2015–16 District Level Special Education Annual Performance Report Measure for
 DIXON UNIFIED School District

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

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

No. Children Referred from Part C by Their 3 rd Birthday	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Referred to Part C within 90 days of 3 rd birthday	Percent On Time Eligible	Target	Met Target
113	12	74	3	0	75.51%	100%	No

Data Source: June 2016 CASEMIS Submission Items SELPA_code, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

*Calculation: Students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100*

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

No. with Post-secondary Goals and Transition Services	Total No. of Students Reviewed for Transition Services	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
88	88	100.00%	100%	Yes

Data Source: June 2016 CASEMIS Submission Items District of Accountability, Age, Transition Service Goals 1 through 8

*Calculation: Students with “Yes” Responses in Goals 1 through 8/Number of Students 16 or older * 100*

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2015–16 District Level Special Education Annual Performance Report Measure for
DIXON UNIFIED School District

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

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

Measure	Responders	Number of Responders in the Category	Percent of Responders in the Category	Target This Year	Target Met
A. Higher Education	21	11	100.00%	54.30%	No
B. Higher Ed or Competitively Employed		15	100.00%	74.4%	No
C. Any Post-Secondary Ed or Employed		21	100.00%	83.0%	Yes

Data Source: June 2016 CASEMIS Submission Items District of Service, Age, Postsecondary Program, Students Competitive Employment

Indicator 17 – State Systemic Improvement Plan: This indicator describes data comparing current and prior year assessment scores for students with disabilities who are also part of the Local Control plan groups (English Language Learners, Students in Poverty and Students in Foster Care) who achieved or met the standard for English Language Arts/Mathematics Assessments.

Area	Prior Year Percentage	Current Year Percentage	Current Year Target Met	Outcome
English Language Arts	5.29%	5.24%	No	Decrease
Math	8.25%	6.67%	No	Decrease

Data Source: CAASP Data <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

A “—” in the Target column indicates there were insufficient students to determine whether the Target was met.

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