

## State Performance Plan Indicator Status Report based on June 2010 ISES Recommendations

SPP Indicator	ISES Work Group Recommendation June 2010	Indicator Status reported by California Department of Education
<b>Disproportionate Representation Indicators 4, 9, and 10</b>	Define “Suspension” and “Voluntary Exit” from School Day. Monitor and collect discipline and compliance data associated with above.	Districts must follow the definition of “suspension” as written in California Education Code [27 EC 48900 - Grounds for Suspension or Expulsion].  “Voluntary exit from school” is defined by the EC as “dropped out”.
	Address fidelity, consistency, eligibility and identify special education services with RtI2 with regard to disproportionality (e.g. TA Facilitators from the SPP TA Project)	LEAs that are identified as having significant disproportionality in special education can chose RtI2 as a focus area for their improvement activity stressing standards-based curriculum and instruction. The SPP TA Project provides training and assistance partnering with general education in this area. See the CDE Web site at <a href="http://www.cde.ca.gov/ci/cr/ri/">http://www.cde.ca.gov/ci/cr/ri/</a> for more information.  <i>Response to Intervention (RtI) - Services &amp; Resources</i> , <a href="http://www.cde.ca.gov/sp/se/sr/documents/sldeligibiltyrti2.pdf">http://www.cde.ca.gov/sp/se/sr/documents/sldeligibiltyrti2.pdf</a> , provides information that many districts use in determining specific learning disability eligibility using response to instruction and intervention.
	Emphasize Fidelity of implementation of research-based practices, in General Ed for closing the achievement gap	<i>Culturally Responsive Instruction in California Public Schools</i> is a Web-based module developed through a contract with the Equity Alliance Center by the State Superintendent’s P16 Council. Learning outcomes are to developed in a positive culture and climate within schools and among ethnic minorities in order to close the achievement gap utilizing research-based practices. Final stages of the pilot are occurring during winter 2010 with scheduled release in Spring 2011.

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<b>Disproportionate Representation Indicators 4, 9, and 10 - Continued</b>	Request info form WRRC on prevalence of disability by ethnic group	This data can be retrieved by any user at <a href="http://dq.cde.ca.gov/dataquest/">http://dq.cde.ca.gov/dataquest/</a> . Select the "level" and "subject" and then select "Enrollment by Ethnicity and Disability" to obtain the most recent data
	Promote effective partnerships between LEAs and IHEs around the issue of disproportionality. Promote effective models.	This improvement strategy will be taken to the SPP TA Project for further exploration.
	Promote effective LEA disproportionality models	Identifying LEAs with effective practices around disproportionality issues will be in the second phase of the WRRC contract.
	CDE analyze self assessment data for patterns	CDE is developing tools and procedures to analyze common patterns in self-assessment data.
<b>Least Restrictive Environment Indicator 5</b>	<p><b>Data and Measurement:</b></p> <p>Clearly and consistently define terminology and process within data collection/measurement ("inside regular class," "increase/decrease," "separate school", etc)</p> <p>Training for consistent, clear terminology and process should be created and implemented (ie:modules; PPT, etc-perhaps on LRE online tool)</p>	<p>Several examples of resources to help clarify the terminology will be presented to the ISES group during the November 2010 meeting for feedback. The selected resources will then be posted on the new LRE web site for distribution.</p> <p>Training materials (slides, trainer's notes, handouts) will be part of the resources posted on the LRE Web site at <a href="http://www.wested.org/cs/we/view/pj/204">http://www.wested.org/cs/we/view/pj/204</a> for use by the field. This Web site is a part of the special contract at WestED, LRE Resources Project.</p>

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<b>Least Restrictive Environment Indicator 5 - Continued</b>	Our current practices should represent current data; data collection off of IEP should represent discrete elements	Trend data from CDE will be shared at the November 2010 ISES meeting. Further discussion on how this recommendation will be a topic for this meeting.
	Improve and enhance the narrative to clarify the meaning of “target,” “compliance,” “met,” and “unmet” (regarding performance indicator)	Definitions of these terms are from the United States Department of Education and can not be changed. Targets for two additional years in the SPP will be discussed at the November 2010 ISES meeting.
	Directly connect “district LRE tool” terminology with measurement and data terminology (Indicator 5)	<p>A district tool, the <i>Inventory of Services and Supports for Students with Disabilities</i>, is a resource for technical assistance providers working with districts in Program Improvement under Elementary Secondary Education Act (ESEA). This ISSS tool is used after the Academic Program Survey (APS) is used by the district. Improvement tools are available at the California Department of Education web site <a href="http://www.cde.ca.gov/ta/lp/vl/improvtools.asp">http://www.cde.ca.gov/ta/lp/vl/improvtools.asp</a></p> <p>This tool was edited to align with the measurement and data terminology of Indicator 5. Information will be shared with the ISES group during the November 2010 meeting for feedback.</p>
<b>Parent Involvement Indicator 8</b>	Partnering with Parents survey be linked from CDE Web site to SEEDS Web site for families to complete parent survey. Article in Special EDge.	Strategies are being considered.

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<b>Parent Involvement Indicator 8 - Continued</b>	Distribute Partnering with Parents survey by partnering with CAC, SEPAC, Charter Schools, Area Boards, DDS	Distribution of the Partnering with Parents survey is complete, utilizing the PTI, FEC and FRC centers in the state.
	Explore creating "Top 5 Questions" out of Part C Partnering with Parents survey (50 questions in full survey) (in Past B there are top 25 of 100 questions)	No action taken.
<b>Transition Indicators 13 and 14</b>	Develop consistency among teachers, statewide in writing measureable postsecondary goals.	Promoting the training materials, facilitators guide, PowerPoint companion materials with the <i>Transition to Adult Living: An Information and Resource Guide</i> at <a href="http://calstat.org/transitionGuide.html">http://calstat.org/transitionGuide.html</a>
	Promote student-led IEPs and early involvement of students in the IEP process. Promote self-determination.	CDE sponsoring the Transition Symposium November 2010 and other materials addressing this subject.
	Promote more consistent involvement of local agencies in the transition planning process.	CDE sponsoring the Transition Symposium November 2010 and other materials addressing this subject.
	CDE provides guidance and direction around these recommendations.	See above.

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<p><b>Early Childhood Indicators 6, 7 and 12</b></p>	<p><i>Indicator 7: Preschool Assessment</i></p> <p>Develop, prepare and present parent training and information in coordination with the PTI, FRC and FEC parent organizations, DR access Project, and CDE/SED.</p> <p>Provide to the field materials explaining the relationship between the Preschool Learning Foundations and the Desired Results Developmental Profile access instrument related to child progress</p>	<p>No action taken.</p> <p>Project is on hold</p>
	<p>Coordinate with the CDE Child Development Division to develop common policy and messages regarding the DRDP assessment system</p>	<p>CDE issued two joint management bulletins addressing the DRDP assessment system.</p>
	<p><i>Indicator 12: Transition Part C to Part B</i></p> <p>Liaison with the Department of Developmental Services to develop common policy and messaging regarding transition.</p> <p>Provide information to parents and practitioners on transition requirements and practices.</p> <p>Meet with organizations to update and inform stakeholders on transition requirements, practices, policies and updates of initiatives (e.g. SELPA, SEACO, PTI, FRC, FEC, ICC)</p>	<p>Jointly revising the <i>Early Childhood Special Education Transition Handbook</i>.</p> <p>Jointly revising the <i>Early Childhood Special Education Transition Handbook</i>.</p> <p>Once the <i>Early Childhood Special Education Transition Handbook</i> is revised, marketing, promoting, and training on the document will occur</p>

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