PARENT ENGAGEMENT – LOCAL PLAN PROPOSED TOPICS
FOR THE CAC 2021 - 2022

Tentative	TOPIC	State Performance Plan Indicator Guide (SPPI)	SELPA LOCAL PLAN Alignment
Pending CAC priority input/approval	Meeting subject - What the meeting/training will be about.	State performance plan indicators that serve as a guide to monitor the implementation of the SELPA's Local Plan annual target goals. These indicators also help to measure student performance and progress outcomes. This process helps Local Education Agencies meet specific IDEA requirements.	Making connections to the target goals and expectations addressed in the Local Plan. This process will allow us to evaluate and provide feedback on programs, processes, and services to better serve our students and families.
	Proposed CAC Topics (CAC Elections)	**SPPI Indicator 8** This performance indicator 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.	**Section B: Governance and Administration** **Special Education Local Plan Area—Local Plan Requirements** **#3** Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan.
September 15, 2021	1. Local Plan overview & DSE current organization structure	**SPPI Indicators 1-14** On-going	**Section B**: Governance and Administration; Local Plan Requirements **#2** Describes the SELPA regional governance and administrative structure of the local plan. Clearly defines the roles and structure of a multi-LEA governing body, or single LEA administration as applicable. **Appendix B: Governance and Administration of the Local Plan**

	2. Graduation Rate / College and Career Readiness	**SPPI – Indicator 1** This performance indicator measures the percent of students with disabilities, within a four-year cohort, who graduate from high school with a regular diploma within four years.	**Section B**: **Governance and Administration** **#5.** Coordinated Systems of curriculum development and alignment with core curriculum.
	3. Literacy	**SPPI – Indicator 3** This performance indicator utilizes three components to measure the participation and performance of students with disabilities on statewide assessments. 3b measures the participation rate of students with disabilities on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and Math, calculated separately. 3C measures the percent of students with disabilities proficient on statewide assessments in ELA and Mathematics, calculated separately. **SPPI – Indicator 7** This performance indicator utilizes three components to measure outcomes for preschool students. 7b measures the acquisition and use of knowledge and skills, including early language/communication and early literacy.	**Section B: Governance and Administration** **Administration of Regionalized Operations and Services** **#5** Coordinated system of curriculum development and alignment with the core curriculum: **Policies, Procedures and Programs** **#16** Participation in Assessments: **Section E: Annual Service Plan**
	4. Service Delivery	**SPPI Indicators 1-14** On-going	**Section B: Governance and Administration** **#6** Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system.

	5. Call Center Review (Parent Involvement)	**SPPI Indicator 8** This performance indicator 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.	**Section B: Governance and Administration** **#2** A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator. **Policies, Procedures and Programs** **#3** A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service.
	6. Comprehensive Coordinated Early Intervening Services Plan (CCEIS)	**SPPI Indicator 10** This compliance indicator measures the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate	**Section B: Governance and Administration** **Policies, Procedures and Programs** **#22** Over identification and disproportionality
	7. LRE/Inclusion	**SPPI Indicator 5** This performance indicator utilizes three components to measure whether students with disabilities are educated within the Least Restrictive Environment (LRE). 5a measures the percentage of students with disabilities, ages 6 through 22, served inside the regular classroom for at least 80% of the day.	**Section B: Governance and administration** **Administration of Regionalize Operations and Services** **#17** Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368: **Policy Procedures and Programs** **#5** Least Restrictive Environment

	8. City of Angles Online Independent Study Program for Students with Disabilities	**SPPI Indicator 5** This performance indicator 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 through 22, served in public or private separate schools, residential facilities, or homebound/hospital placement.	**Section B: Governance and Administration** **#4** A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.
	9. IEP Timeline	**SPPI Indicators 1-14** On-going	**Section B: Governance and Administration** **#6** Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system.
	10. Related Services	**SPPI Indicator 6** This performance indicator that utilizes two 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 years, attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	**Section B: Governance and Administration** **Special Education Local Plan Area Services** **#1** A description of programs for early childhood special education from birth through five years of Age.
	11. School Visits (CTC, Comprehensive, HS, Elementary)	**SPPI Indicator 8** This performance indicator 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.	**Section B: Governance and Administration** **Special Education Local Plan Services** **#2** A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator.