

California's 2020-2021 through 2025-2026 State Performance Plan: Notable Changes

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

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

Indicator 3: Statewide Assessment						
Summary of Changes	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.					
Target by Year	2020	2021	2022	2023	2024	2025
3a: Grade 4, 8, 11 ELA	95%	95%	95%	95%	95%	95%
3a: Grade 4, 8, 11 Math	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
3b: Grade 4 ELA	15%	15%	15%	16%	17%	18%
3b: Grade 8 ELA	12%	12%	12%	13%	14%	15%
3b: Grade 11 ELA	14%	14%	14%	15%	16%	17%
3b: Grade 4 Math	15%	15%	15%	16%	17%	18%
3b: Grade 8 Math	8%	8%	8%	9%	10%	11%
3b: Grade 11 Math	8%	8%	8%	9%	10%	11%
3c: Grade 4 ELA	15%	15%	15%	16%	17%	18%
3c: Grade 8 ELA	10%	10%	10%	11%	12%	13%
3c: Grade 11 ELA	14%	14%	14%	15%	16%	17%
3c: Grade 4 Math	7%	7%	7%	8%	9%	10%
3c: Grade 8 Math	8%	8%	8%	9%	10%	11%
3c: Grade 11 Math	6%	6%	6%	7%	8%	9%
3d: Grade 4 ELA	31%	31%	31%	30%	29%	28%
3d: Grade 8 ELA	37%	37%	37%	36%	35%	34%
3d: Grade 11 ELA	42%	42%	42%	41%	40%	39%
3d: Grade 4 Math	25%	25%	25%	24%	23%	22%
3d: Grade 8 Math	29%	29%	29%	28%	27%	26%
3d: Grade 11 Math	27%	27%	27%	26%	25%	24%

Indicator 4: Discipline Rate						
Summary of Changes	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
4a	3%	2.8%	2.6%	2.4%	2.2%	2%
4b	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

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

Indicator 6: Preschool Least Restrictive Environment (LRE)

Summary of Changes	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.					
Target by Year	2020	2021	2022	2023	2024	2025
6a	39%	41%	43%	45%	47%	49%
6b	33%	31%	29%	27%	25%	23%
6c	3.5%	3.5%	3.5%	3.5%	3.5%	3.4%

Indicator 7: Preschool Outcomes

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

Indicator 8: Parent Involvement

Summary of Changes	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).					
Year	2020	2021	2022	2023	2024	2025
Target	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						
Summary of Changes	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.					
Target by Year	2020	2021	2022	2023	2024	2025
14a	55%	56%	57%	58%	59%	60%
14b	75%	76.5%	78%	79.5%	81%	82.5
14c	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).

