CALPADS Data Guide:
A Guide for Program Staff

Version 11.0

2/14/2020

This version supersedes previous versions of this guide.

California Longitudinal Pupil Achievement Data System (CALPADS)

California Department of Education

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Revision History

Version Number	Revision Date	Name	Section	Summary of Changes
11.0	2/14/2020	CALPADS Team; Educational Data Management Division, CA Dept. of Education	All	All sections have been updated. All information has already been communicated in Flashes, CALPADS Information Meetings, or letters. Additional updates will be made to add sections on Transitional Kindergarten, Military Families, and posted in the Frequently Asked Questions responses.

Security and Privacy

California adheres to the confidentiality requirements in the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (FERPA, 34 Code of Federal Regulations, Part 99), and to state laws and regulations regarding educational records, privacy, and confidentiality. The California Longitudinal Pupil Achievement Data System (CALPADS) collects and maintains educational records that contain personally identifiable information on students.

The personally identifiable information from educational records collected and maintained by CALPADS is classified as confidential and may also be sensitive. CALPADS data, therefore, must be protected from inappropriate access, use, and disclosure.

CALPADS security controls are implemented to protect the information processed and stored within the system. Specifically, these controls settings are designed to:

- Protect the privacy and confidentiality of the system information.
- Ensure that only authorized users access the system.
- Ensure that users are uniquely identified when using the system.
- Associate and connect certain actions performed—within the system—to specific users.
- Ensure that users have access to perform only the actions they have been authorized to carry out.

CALPADS users are an integral part in ensuring that the CALPADS security controls provide the intended level of protection.

All local educational agency (LEA) representatives who are authorized to access CALPADS will see the CALPADS Terms and Conditions upon each login to the system, which include this notice:

"NOTICE: You are about to access the CALPADS computer system of the State of California Department of Education ("the Department"). This system is intended for authorized users only, in accordance with the Confidentiality and Security Agreements for CALPADS Local Users, CALPADS LEA Administrators, and State Users, and applicable state and federal laws. Unauthorized access to or use of this system, or of any information therein, is strictly prohibited by Department policy, the Confidentiality and Security Agreements for CALPADS Local Users, CALPADS LEA Administrators, and State Users, and applicable state and federal laws. Unauthorized access to this system and/or unauthorized use of information from this system may result in civil and/or criminal penalties under applicable state and federal laws. By using this system, you are acknowledging and agreeing that all information concerning your access to this system, including but not limited to any information entered, stored or retrieved by you, may be monitored, retrieved, and/or disclosed by authorized personnel, including authorized network administrators and CDE personnel, for any lawful purpose, including but not limited to criminal prosecution."

Users are required to protect CALPADS information in any form. This includes information contained on printed reports, data downloaded onto computers and computer media (e.g., diskettes, tapes, compact disks, thumb drives, etc.), user computer monitors, or any other format.

FERPA allows disclosure of personally identifiable information from educational records without consent to school officials, including teachers, within educational agencies or institutions, if the given agencies or institutions have determined that the school officials have legitimate educational interests in the information.

CALPADS LEA Administrators, therefore, must consider the legitimate educational interest or "need to know" basis of any district or school employee who is granted access to information in the CALPADS system. The FERPA regulations are clear that it is not enough that an individual who has been granted access to personally identifiable information from educational records is a school official: The school official **must** have a legitimate educational interest in the information (a "school official" includes a teacher, school principal, president, chancellor, board member, trustee, registrar, counselor, admissions official). For example, a school staff member, by virtue of his or her job-related duties, may have access to all records in a school information system, including records of those personally known to that staff member, such as neighbors or friends. The staff member should not access those records unless specifically assigned a job-related duty in support of the processing or handling of such records.

CALPADS LEA Administrators must make sure that reasonable methods are in place to restrict access to educational records in CALPADS only to school officials with legitimate educational interests. Methods are considered reasonable if they reduce the risk of unauthorized access to a level commensurate with the likely threat that the records may be targeted for compromise and the harm that could result. The "reasonable methods" standard, which is required by FERPA regulations, applies whether the control is physical, technological, or administrative.

Resources on FERPA regulations, including discussion of controlling access to educational records by school officials, can be found on the U.S. Department of Education FERPA web page at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

The California Department of Education (CDE) does not provide legal interpretation of state or federal privacy laws. LEAs should consult with their local legal offices to ensure that local processes are in compliance with applicable state and federal laws and regulations.

Chapter 1. **Overview**

This chapter provides an overview of the CALPADS Data Guide and CALPADS. Specifically, this chapter contains the following topics:

1.1. **CALPADS Data Guide Overview**

1.1.1. **Purpose of This Guide**

The purpose of this guide is to prepare local educational agency (LEA) staff to submit and use data in the California Longitudinal Pupil Achievement Data System (CALPADS). These staff include, program subject matter experts who understand the data submitted to CALPADS and who may use CALPADS data to support their programs, and technical staff responsible for maintaining data in local systems, such as student information, food service, special education, and human resources systems, and submitting data from those systems to CALPADS. This guide is structured to meet the needs of different LEA staff, and it is not expected that all staff will need to read the entire document.

Depending on their given roles, LEA staff may focus on different chapters. For example, staff responsible for submitting data to CALPADS may use Chapter 2, which describes the data in "groups" that are aligned with the CALPADS file formats. Program staff responsible for providing specific program data to the LEAs' local student information systems may focus on relevant sections of Chapter 3: Student Populations and Program Areas. Staff responsible for career technical education (CTE) data may only refer to the section in Chapter 3 entitled Career Technical Education. To support the intent of this guide to accommodate users with different needs, some redundancy of information exists within each chapter, allowing each chapter to stand alone if need be.

In general, this guide will provide LEAs with an understanding of:

- What data must be maintained in local systems.
- When the data is needed for submission to CALPADS.
- How to prepare for each submission.
- The types of data expected to be submitted or updated during each submission window.
- How the submitted data are used by the state.

1.1.2. **Contents of This Guide**

This guide includes the following chapters:

- **Chapter 1: Overview:** This chapter contains an overview of:

  o   This guide.

- o CALPADS documents and contacts.
  - o CALPADS software.
  - o Statewide student and educator identifiers.

- **Chapter 2: Data Groups:** This chapter contains information regarding the collection, maintenance, and submission of data by data group, by file type. The chapter is organized into the following data groups:

  - o Student Data.
  - o Staff Data.
  - o Course Data.

- **Chapter 3: Student Populations and Program Areas:** This chapter describes how the data are used for specific student populations and program areas and for accountability areas such as *dropouts* and *graduates*. This Guide, however, does not provide detailed information about how the accountability indicators on the California School Dashboard are calculated. This information can be found in the Technical Guide to the California School Dashboard, which is updated annually.

- **Chapter 4: School Types:** This chapter contains information regarding requirements that may be different for specific school types, such as charter schools.

- **Chapter 5: Appendices:** This chapter contains appendices relevant to the content of this guide.

1.1.3.   **Content *Not* Included**

This document does *not* contain:

- Instructions on how to use the CALPADS system (that information is located in the CALPADS User Manual).

- CALPADS file specifications or full definitions of all data elements (that information is located in the CALPADS File Specifications document).

- All CALPADS codes (that information is located in the CALPADS Code Sets document).

- Procedures related to the acquisition and maintenance of Statewide Student Identifiers (SSIDs) (that information is located in the SSID Enrollment and Procedures document).

Refer to the *CALPADS Documents* section in this chapter for locations of the above-referenced documents.

1.2. **CALPADS Documents**

The table below lists relevant documents associated with CALPADS. Detailed descriptions of each document listed below are provided on the pages that follow.

Name of Document	What the Document Contains	Where to Find the Document
CALPADS File Specifications (CFS)	This document contains: ● CALPADS file formats. ● Data element definitions. ● Information required for submitting files.	https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp
CALPADS Extract Specifications (CES)	This document contains information intended to assist LEA staff in understanding the specifications of each of the CALPADS extracts.	https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp
CALPADS Code Sets	This document contains all codes used in CALPADS.	https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp
CALPADS Data Guide (this guide)	This document contains information regarding: ● The data that must be submitted to CALPADS. ● How the data are used.	https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp
SSID and Enrollment Procedures	This document contains: ● Procedures for acquiring and maintaining SSIDs. ● Procedures for enrolling and exiting students.	https://documentation.calpads.org/ This document can also be found within the actual CALPADS system, under the Help menu.
CALPADS User Manual	This document contains detailed instructions on "how to use" CALPADS, including: ● How to log in. ● How to navigate. ● How to enroll a student, etc. ● How to map local codes.	https://documentation.calpads.org/ This document can also be found within the actual CALPADS system, under the Help menu.
CALPADS LEA Administrator Application and Guidelines	This document contains information on how to apply for CALPADS LEA Administrator access.	To access this document, fill out a CALPADS Service Request Form here: https://www2.cde.ca.gov/calpadshelp/default.aspx.
CALPADS Error List	This document contains descriptions of CALPADS error messages.	https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp

Name of Document	What the Document Contains	Where to Find the Document
CALPADS Valid Code Combinations	This document contains valid code combinations per the CALPADS File Specifications.	https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp
CALPADS Frequently Asked Questions (FAQs)	This online resource contains answers to frequently asked CALPADS-related questions.	https://www.cde.ca.gov/ds/sp/cl/faq.asp
CALPADS Known Issues	This document provides information about known (i.e., reported) system-related issues.	https://www.cde.ca.gov/ds/sp/cl/knownissues.asp
CALPADS Release Updates	This document provides the latest release information, as well as release history, about CALPADS.	https://www.cde.ca.gov/ds/sp/cl/releaseupdates.asp

1.2.1. **CALPADS File Specifications**

The CALPADS File Specifications (CFS) document is intended for LEA staff responsible for submitting data to CALPADS. The CFS provide:

- Information on each of the CALPADS file formats, including:

  o Data element number.

  o Data element public name.

  o Field type.

  o Maximum field length.

  o Data element definitions.

  o Name of the code set required for a data element.

  o Validation rules.

  o Whether a data element is required.

  o Whether a data element is an operational key.

  o Whether a field is allowed to be updated.

- A description of CALPADS processing methods.

- Data certification requirements.

- Descriptions of the CALPADS Operational Data Store (ODS) and SSID download formats.

- CALPADS character sets.

- Extensible markup language (XML) schemas.

1.2.2. CALPADS Extract Specifications

The CALPADS Extract Specifications document is intended to assist LEA staff in understanding the extract specification of each of CALPADS extracts. The following extract types are described in the document:

- ODS Extracts

- Cumulative Enrollment Extract

- SSID Extract

- Candidate List Extract

- Replacement SSID Extract

- Rejected Records Extract

- Direct Certification Extract

- SPED Discrepancy Extract

1.2.3. CALPADS Code Sets

The CALPADS Code Sets includes all codes used in CALPADS, along with their definitions.

1.2.4. CALPADS Data Guide (this guide)

The CALPADS Data Guide (this guide) is designed to support the CALPADS LEA Administrator and other staff who will be using the CALPADS system. It will also be useful for program staff and data stewards – those responsible for data in specific subjects or programs within the LEAs. The CALPADS Data Guide describes the data in CALPADS, by group and by program area. This guide also provides information specific to certain school types, such as charter schools.

The CALPADS Data Guide describes:

- What data must be maintained in local systems.

- When the data are needed for submission to CALPADS.

- How to prepare for each submission.

- What types of data are expected to be submitted or updated during each submission window.

- What reports must be certified by LEAs.

- How the data in CALPADS are used to create state and federal reports.

- What state and federal reports are being created from CALPADS data.

- Charter school reporting.

The CALPADS Data Guide is structured to meet the needs of different LEA staff, and it is not expected that staff will need to read the entire document. Depending on their given roles, LEA staff may focus on different chapters.

1.2.5.   SSID and Enrollment Procedures

The SSID and Enrollment Procedures document describes:

- The educational agency responsibility for SSIDs including students with disabilities and adult students.

- The assigning of SSIDs.

- An LEA's responsibility to correct data.

- Procedures for enrolling and exiting students including adult-age students.

- Procedures for pre-enrolling students.

- Enrollment types: Primary, secondary, and short-term.

- Procedures for resolving SSID anomalies, concurrent enrollments, multiple identifiers, and exit reason discrepancies.

- State adjustments to dropout counts due to lost transfers and re-enrolled dropouts.

- Procedures for exiting students upon school closure.

1.2.6.   CALPADS User Manual

The CALPADS User Manual is intended for LEA staff who have been granted local user access to CALPADS by their local CALPADS LEA Administrators to acquire SSIDs, submit data, review reports, and utilize other CALPADS functions. The CALPADS User Manual is the "how to" manual for the CALPADS environment. It provides specific instructions on:

- How to navigate within CALPADS.

- How to access CALPADS.

- How to enroll students (through online and batch processes).

- How to manage submissions.

- How to submit data for state reporting.

- How to view reports.

- How to certify reports.

- How to map local codes to CALPADS codes.

1.2.7. CALPADS Administrator Guidelines and Application

There are two Administrator Application and Guidelines: (1) CALPADS LEA Administrator Application and Guidelines, and (2) CALPADS SELPA Administrator Application and Guidelines. The CALPADS LEA Administrator document is intended for the local superintendent and the CALPADS LEA Administrator, and the CALPADS SELPA Administrator document is intended for the SELPA Director and CALPADS SELPA Administrator. These documents provide:

- Instructions on how to apply for CALPADS LEA Administrator or CALPADS SELPA Administrator access.

- Descriptions of CALPADS user responsibilities.

- Confidentiality and Security Agreement.

- Descriptions of the California Department of Education process for granting CALPADS LEA Administrator and CALPADS SELPA Administrator access.

1.2.8. CALPADS Error List

The CALPADS Error List contains descriptions of CALPADS error messages, with recommended actions for resolving each error.

1.2.9. CALPADS Valid Code Combinations

The CALPADS Valid Code Combinations document contains valid code combinations per the CALPADS File Specifications that enforce specific field validations.

1.2.10. CALPADS Frequently Asked Questions (FAQs)

The CALPADS Frequently Asked Questions (FAQs) list is an online resource that contains answers to frequently asked CALPADS-related questions.

1.2.11. CALPADS Known Issues

This series of documents provides a comprehensive history of CALPADS system-related issues that are known; each document contains a list of open issues that have been reported to the CALPADS Operations Office via the Service Desk or other communication.

1.2.12. CALPADS Release Updates

This series of documents provides the latest release information, as well as release history, about CALPADS.

1.3. CALPADS Contacts and Resource Information

1.3.1. CALPADS primary e-mail contact information

The best way to contact CALPADS representatives is through the following methods:

For questions about:	Contact:	Via One of these Methods:
Anything related to CALPADS, including: ● Using CALPADS, or for help with technical system issues ● Policies or programs ● CALPADS LEA Administrator access ● Anything related to CALPADS	The CALPADS Service Desk	Submit a service request online: https://www2.cde.ca.gov/calpadshelp/default.aspx Or: Send an email to: calpads-support@cde.ca.gov

1.3.2.   CALPADS Operations Office

The CALPADS Operations Office, located in the California Department of Education (CDE) Educational Data Management Division, is responsible for the overall operation of CALPADS. Questions may be directed to the CALPADS Operations Office via the contact information listed below.

Address:
California Department of Education
CALPADS Operations Office
1430 N Street, Suite 6416
Sacramento, CA 95814-5901

Phone: 916-324-6738

E-mail Address: calpads-support@cde.ca.gov

1.3.3.   CALPADS Service Desk

The CALPADS Service Desk resides at the office of the California School Information Services (CSIS).

Phone: 916-325-9210

E-mail Address: calpads-support@cde.ca.gov

1.3.4.   CALPADS Website

All general information related to CALPADS, including current updates, schedules, system and user documents, and correspondence, is posted within the CALPADS web pages on the CDE website at https://www.cde.ca.gov/calpads/.

1.3.5.   CALPADS Training

CALPADS training is delivered by the California School Information Services (CSIS).

1.3.6.   CALPADS System User Logon

The CALPADS system—the actual portal where users log on—can be accessed at
https://www.calpads.org. Users must have a logon ID and password to log on to CALPADS.

1.3.7.   CALPADS Listserv

General CALPADS announcements and information are communicated through the CALPADS
website home page and through CALPADS listservs maintained by the CDE.

For	Sign Up For	To Subscribe
General CALPADS announcements	The CALPADS-LEA listserv (one-way)	Go to the CALPADS-LEA listserv at https://www.cde.ca.gov/ds/sp/cl/listservs.asp.
CALPADS LEA Administrators	The CALPADS-LEA-Admin listserv (one-way)	The CDE automatically places all CALPADS LEA Administrators on the CALPADS-LEA-Admin listserv.
All CALPADS Users	The FCMAT/CSIS Listserv (two-way) – Discussion Forum	Go to the FCMAT/CSIS Listserv web page at https://csis.fcmat.org/ListServ.

1.4. CALPADS Overview

CALPADS is a statewide database that stores individual-level longitudinal data on:

- Students.

- District and school certificated staff.

1.4.1.   Purpose of the System

The purpose of CALPADS is to enable the CDE and the LEAs to collect and share accurate and reliable
student-level and certificated staff-level data in a timely manner. As the data in CALPADS has become
more robust, the uses of CALPADS data has increased to support numerous critical state functions.

1.4.2.   State Use of CALPADS Data

CALPADS data are currently used by the CDE to:

- Calculate the accountability metrics on the California School Dashboard.

- Calculate LEAs' concentration and supplemental grant funding under the Local Control
  Funding Formula (LCFF).

- Register students for statewide assessments, including the California Assessment of Student
  Performance and Progress (CAASPP), and the English Language Proficiency Assessment for
  California (ELPAC).

- Enable CDE to meet federal reporting requirements, and to monitor whether students with
  disabilities (SWDs) are receiving a free and appropriate education in the least restrictive

environment as required by the Individuals with Disabilities Education Act (IDEA).

- Enable the Commission on Teacher Credentialing (CTC) and monitoring authorities to ensure certificated staff have the appropriate credentials for their assignments.

- Enable CDE to monitor whether English learner (EL) students receive appropriate instruction and services as required by state and federal law.

- Meet federal reporting requirements, ensuring federal funding to California.

- Meet state reporting requirements.

- Provide the public with information about the state's public schools through a public web site.

- Provide researchers data (that meet state and federal law regarding privacy and confidentiality) for program evaluation and research on public education.

More specifically, data collected through CALPADS are used, in part or in whole, by the CDE for the following purposes:

State reports

- *Education Code (EC)* sections 10600–10610.

- Governmental Code sections 13073 and 13073.5.

- California Code of Regulations, Title V, Section 97.

- *EC* Section (§) 56601(a) (Part 30) (Students with Disabilities)

Federal reports

- Every Student Succeeds Act (ESSA) – Public Law 114-95.

- Ed*Facts* reporting requirements (Title 34, Code of Federal Regulations [CFR], Part 76).

- Student National Origin Report.

- Carl Perkins.

- Titles VI and IX of the Civil Rights Act of 1964, as amended.

- Section 1418 of the Individuals with Disabilities Education Act (IDEA) 2004 of the federal statutes (Title 20 *USC* Chapter 33), Individual with Disabilities Education Act (IDEA).

Public posting

The CDE uses CALPADS data to provide aggregate information to the general public regarding California's public school system. Public posting includes:

- Provision of CALPADS aggregate data to support portions of the CDE's DataQuest system, which provides the general public with access to aggregate information on the state's county offices of education, districts, and schools.

- Provision of CALPADS aggregate data to LEAs to populate the School Accountability Report Card (SARC), which LEAs are required to post for each of their schools.

Funding

- CALPADS enrollment and FRPM-eligible counts are used to determine **funding** for a number of programs, including, but not limited to:

    o Title I funding allocation for county offices of education and direct-funded schools.

    o Carl D. Perkins Career and Technical Education Improvement Act of 2006 funding allocation for county offices of education and direct-funded schools.

    o CALPADS *enrollment* and *FRPM* counts are used to determine **grant eligibility** for a number of programs, including, but not limited to:

    o After School Education and Safety Program

    o 21st Century Community Learning Centers Program

    o E-Rate

    o Charter School Facility Grant Program

- CALPADS *enrollment*, *FRPM-eligible, English learner, foster youth, homeless, and migrant* unduplicated pupil counts feed into the supplemental and concentration factor of the Local Control Funding Formula (LCFF).

- CALPADS Foster Youth data are used to determine funding for the Foster Youth Services Coordinating (FYSC) Grant for County Offices of Education.

- CALPADS enrollment and Career Technical Education participant data are used to determine funding for Career Technical Education Inventive Grant Program (CTEICG).

Accountability

Data (student enrollment/exit, demographic, and program participation data) are pulled at designated times from the CALPADS Operational Data Store (ODS) and used to determine the 4-year Adjusted Cohort Graduation Rate (ACGR) and the one-year graduation rate for Dashboard Alternative School Status (DASS), used to develop the Graduation Rate indicator on the California School Dashboard. The ODS data are also used to place students in student groups (race/ethnicity, English Learner, socio-economically disadvantaged, special education, foster, and homeless) for all other Dashboard indicators, including the Academic Indicator. (The Academic Indicator also uses assessment scores from the Smarter Balanced Summative Assessment for English language arts/literacy and mathematics, which are not included in CALPADS.) The following table summarizes the key CALPADS data used for the other Dashboard indicators on the Dashboard.

State Performance Indicator	Key Data
4-year Graduation Cohort	● Enrollment and Exit Data

State Performance Indicator	Key Data
College/Career Indicator	• Completion of College Credit Courses • Completion of Leadership/Military Science Course • Completion of CTE Pathways • Met UC/CSU Entrance Requirement Indicator • State Seal of Biliteracy Indicator • Workforce Readiness (Strategic Skills) Certificate Program Completion Indicator • Food Handler Certification Program Completion Indicator • Pre-Apprenticeship Certification Program Completion Indicator • Pre-Apprenticeship (non-certified) Program Completion Indicator • State or Federal Job Program Completion Indicator
Suspension Rate (K–12)	• Student Suspensions (in-house and out-of-school) • Cumulative Enrollment
Chronic Absenteeism (K–8)	• Student Absenteeism Summary Data • Cumulative Enrollment
English Learner Progress (K–12)	• English Learner Acquisition Status (ELAS)

Monitoring

The CDE uses CALPADS data to:

● Monitor LEA compliance under the Individual with Disabilities Education Act (IDEA) to ensure that students with disabilities are receiving a free and appropriate education in the least restrictive environment.

● Monitor compliance with state and federal law to ensure that English learner students are receiving services to ensure they can participate meaningfully and equally in all educational programs and services.

● Provide certificated staff assignment data to the Commission on Teacher Credentialing to monitor through their California State Assignment Accountability System (CalSAAS) that certificated staff hold the appropriate credentials and authorizations.

Other Uses of CALPADS Data

The CDE also uses CALPADS data for these purposes:

- To respond to ad hoc report requests from policy makers, researchers, and other entities.

- To provide the Department of Finance with enrollment counts used for budget projections.

The CDE responds to requests for individual-level data in a manner that strictly adheres to the Federal Educational Rights and Privacy Act (FERPA) and state privacy laws:

- Per FERPA, individual-level data are de-identified ("de-identified" refers to data from which all personally identifiable information has been removed) before being released.

- Per FERPA, identifiable individual-level data are released only to entities meeting FERPA requirements.

- LEAs are notified of any data requests from researchers that specifically involve the given LEAs' data.

1.4.3. **LEA Use of CALPADS Data**

CALPADS data are used by LEAs to:

- Immediately access information on incoming transfer students, such as whether they are English Learners or Students with Disabilities, or whether they have already been assessed with the English Language Proficiency Assessment for California (ELPAC), enabling the appropriate provision of services or avoidance or unnecessary testing.

- Provide access to longitudinal data and reports on their own students.

- Register students for statewide assessments.

- Report official student counts that can be used to apply for grants and project funding levels.

- Identify students who are automatically eligible for free or reduced-priced meals under the National School Lunch Program.

- Identify students who are foster youth.

- Identify dropouts, enabling LEAs to efficiently target resources to recover those students.

- Provide feedback on 12th grade completer college-going rates.

- Provide an efficient means for meeting state and federal reporting requirements.

- Provide cumulative enrollment counts.

Access to this information enables LEAs to:

- Place students appropriately.

- Determine whether any assessments are necessary.

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- Locate students thought to have dropped out.

- Analyze data to support local decision making.

- Provide free or reduced-price meals to eligible students.

- Provide services and support to foster youth.

1.4.4.   **Types of Data in CALPADS**

CALPADS includes student, certificated staff, and course data. The following table summarizes the primary data collected for each type of data captured in CALPADS. Each of these types of data is represented by data elements that have specific names and definitions. All of the data elements used in CALPADS, along with their definitions, can be found in the CALPADS File Specifications.

Student data include:	Certificated staff data include:	Course data include:
• Census Day enrollment	• Demographic	• Course attributes – detailed information on course offerings (e.g. instructional level, standards, provision of English learner services)
• Cumulative enrollment	• Employment start and end date	• Class size
• Demographics	• District/school of assignment	• Teachers assigned to courses
• Grade level	• Job classification	
• Program eligibility and participation	• Percentage of time spent in each job classification or full-time equivalency (FTE)	
• Program information and services	• Job or teaching assignment	
• Homeless status	• Service years	
• Foster status		
• Plan types and meetings held for students with disabilities		
• Career Technical Education		
• English language acquisition status		
• Course enrollment		
• Course completion, including grades and credits earned		
• Incidents of the use of restraint and seclusion		
• Offenses committed and disciplinary actions taken (suspensions, expulsions, other means of correction)		
• Student Absenteeism		
• Postsecondary status for specified student groups		
• Designated supports and accommodation for statewide assessments		

About Data Elements

Using industry standards and best practices, the CDE has developed conventions for naming certain types of data elements. CALPADS is the first CDE data system to collect data using these naming conventions. Ultimately, the goal of the CDE is to see that all CDE collections use these same conventions.

When referring to data elements in this guide, the CDE uses the actual data element names found in the CALPADS File Specifications. The data element names provide some indication of the way these elements are to be populated in CALPADS. For example, throughout this document you will see the words "code" or "indicator" as part of the names of some data elements:

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- Code: If a CALPADS data element name includes "code" it means that the element should be populated with a code found in the CALPADS code set. If a valid code is not used, the data will be rejected.

- Indicator: If a CALPADS data element name includes "indicator" it means that the data element should be populated with a "Y" for "Yes" or an "N" for "No."

LEAs submit data to CALPADS, not "reports"

LEAs submit individual student, staff, and course records to the state via CALPADS through files. Generally:

- LEAs submit "data" versus "reports" to CALPADS.

- From the individual-level data submitted to CALPADS, the CDE creates aggregate reports to meet state and federal reporting requirements, to calculate accountability indicators for the California School Dashboard, and to publicly post reports on DataQuest. LEAs no longer submit some specific reports, as they had in the past, such as the Language Census (LCEN) or Student National Origin Report (SNOR); instead, LEAs submit data to CALPADS, and from those data, these reports are created.

- LEAs are able to update their data in CALPADS on an ongoing basis.

- LEAs may view the data in reports or extract the data that exists in the CALPADS Operational Data Store, at any time.

- During specific "submission windows," virtual "snapshots" are taken of selected data in CALPADS.

- CALPADS provides LEAs with reports that reflect an aggregation of the individual-level data in the snapshots:

  o LEAs have the opportunity to review these aggregate reports and to amend data.

  o From the aggregate reports, LEAs are able to "drill down" to reports that display the individual-level data that make up the aggregate reports.

  o LEAs are required to certify these reports.

LEAs are encouraged to maintain student enrollment/exit and demographic data in their local systems and in CALPADS on an ongoing basis. (This topic is discussed in more detail for each data group.)

- Updating local systems on an ongoing basis enhances the LEAs' use of their own data and ensures that the data exist in the local systems so that it can be extracted and submitted to CALPADS when needed.

- Updating CALPADS as students enroll and exit schools will ensure that all LEAs have access to the most up-to-date information on transferring students, students will be able to be assessed with statewide assessments when needed, and students are identified through statewide matches as eligible to receive free or reduced-price meals or as foster youth.

- Updating CALPADS on an ongoing basis minimizes the amount of work that LEAs must perform to certify their data.

- Updating CALPADS on an ongoing basis helps resolve SSID anomalies.

Data provided to LEAs

Through statewide matches conducted between student enrollment data in CALPADS and data from the California Department of Social Services, the Department of Health Care Services, CALPADS provides the following information to LEAs:

- Students directly certified to receive free or reduced-price meals under the National School Lunch Program.

- Students who are foster youth.

- Students who have transferred to other districts.

1.4.5.   **CALPADS Submissions**

LEAs should submit data to CALPADS on an ongoing basis. However, during the fall (fall submission) and at the end of the traditional school year (end-of-year or "EOY" submission), LEAs are required to review certification reports which reflect certain data which have been submitted to CALPADS. During these submissions, CALPADS takes "snapshots"—or "pulls" specified data that are in the CALPADS Operational Data Store (ODS), runs additional checks across the data (checks that cannot be made upon data input) or certification validation rules (CVRs) into a reporting database and displays that data in certification reports for LEAs to review. The periods during which these snapshots are taken are called "submission windows." Within each submission window, there are categories of data that are certified together. Within the fall submission LEAs certify two categories of data called "Fall 1" and "Fall 2." Within the EOY submission, there are four categories of data: EOY 1, 2, 3, and 4.

LEA and SELPA Certification

During the submission window, LEAs must review and then certify the certification reports by the specified certification deadline. LEAs may update their data at any point during the submission window, and may certify their reports at any point during the submission window. During the submission window, CALPADS takes new snapshots of the data and creates new "revisions" of the certification reports, every time data is changed. When LEAs are satisfied with the reports, they may certify them, at which point the snapshot of data are "frozen". While reports that have been certified do not change and remain frozen, during the submission window new revisions continue to be created until the certification deadline. Therefore, during the submission window, even after LEAs certify, they may review revised reports, and if necessary, decertify and then recertify a new report.

The Fall 1, EOY 3, and EOY 4 submissions include certification reports that reflect data pertaining to students with disabilities (SWD). These reports must also be approved by Special Education Local Plan Areas (SELPAs). Once both LEA and the SELPA approve reports in the submission, the submission is considered certified. Therefore, for these submissions, LEAs must first approve all reports in a submission, and then the SELPA must review and approve the special education reports in the submission, in order for the submission to be certified. The CDE encourages LEAs and SELPAs to establish a timeline that ensures the SELPA will have time to review and approve reports by the certification deadlines. In general, the CDE recommends that LEAs approve reports two weeks

before the certification deadline, in order to give SELPAs time to review and approve the special education reports.

Amendment Window

For the Fall 1 and EOY submissions, there is an "amendment window" within the submission window. For the Fall 1 and the EOY submissions, there is an initial certification deadline by which LEAs/SELPAs are required to certify their data. In Fall 1, the enrollment data certified by the initial certification deadline are used for preliminary state funding calculations or the First Principal Apportionment (P1).

Following the initial certification deadline, an "amendment window" opens, during which time LEAs/SELPAs may (but are not required to) de-certify, then amend and re-certify their data. LEAs that decertify (or SELPAs that disapprove the submission) during the amendment window, must approve the reports and the SELPA must approve the special education reports by the close of the amendment window or the final certification deadline, for the submission to be certified. If an LEA decertifies their data and fails to re-certify by the close of the amendment window, the LEA will have no certified data. There is no opportunity to certify or change certified data following the final certification deadline.

Decertification/Recertification

When a submission is certified, and the LEA later decertifies, CALPADS sends an email to the SELPA(s) that the LEA submission has been decertified. The SELPA should then expect to review and approve new reports for the LEA. When a submission is certified, and the SELPA later disapproves, CALPADS sends an email to the LEA that the SELPA has disapproved the submission. The LEA must then communicate with the SELPA as to why the SELPA disapproved the report, amend data as necessary, and then review and approve the reports in the submission. The SELPA must then approve the special education reports in the submission for the submission to be certified.

Fall and End-of-Year Submissions

The Fall submission includes two categories or submissions of data (Fall 1, Fall 2). The EOY submission includes four submissions of data (EOY 1, 2, 3, 4). Each submission represents specific groups of data. The fall submissions include the certification of data as of Census Day, which is always the first Wednesday in October. The end-of-year submissions include cumulative information from the just-completed school year.

The table below summarizes the *general* timeline for each of the fall and end-of-year submissions, and the types of data certified during the submissions. Specific dates for the *submission windows* and the *amendment windows (which are within the submission window)*, as well as specific dates for the *certification deadlines*, are published on the CDE CALPADS Calendar web page (located via the Calendar link near the top of the CDE CALPADS web page: https://www.cde.ca.gov/calpads). The table below is meant to be representative of general submission window and certification deadline timelines. LEAs should refer to the CALPADS Calendar web page which is updated annually for the specific dates, year-to-year.

Fall 1	Fall	Fall Census Day to late January	Mid December	Day after the initial certification deadline to late January	Late January	Current year enrollment counts, previous-year one-year grads and drops, English language acquisition status, immigrant counts, free/reduced-price meal eligibility, special education data
Fall 2	Fall	Fall Census Day to late March (LEAs may submit data when the window opens, but certification reports are not available until early January)	None	None	Late March	Student course enrollments, staff assignments and FTE, English learner education services, postsecondary status for CTE students
EOY* 1	None	Mid May to late August	Last working day of July	Day after the initial Cert Deadline to late August	Last working day in August	Course completion for grades 7–12, CTE participants, concentrators, completers.
EOY 2	None	Mid May to late August	Last working day of July	Day after the initial Cert Deadline to late August	Last working day in August	Program eligibility/participation
EOY 3	None	Mid May to late August	Last working day of July	Day after the initial Cert Deadline to late August	Last working day in August	Student incidents (restraint, seclusion, committed offenses, disciplinary actions), student chronic absenteeism, cumulative enrollment
EOY 4	None	Mid May to late August	Last working day of July	Day after the initial Cert Deadline to late August	Last working day in August	Special education, postsecondary status for SWD

***EOY** = End of Year.

Fall Census Day is the first Wednesday in October. The **EOY** submissions do not have a Census Day; data collected reflects activity throughout the reporting year.

Certification Reports by Submission

The table below displays all the certification reports that LEAs are required to approve or certify, and SELPAS are required to approve, for each submission. The certification reports display aggregate

counts. Generally, for each certification report, there are reports that display the individual-level data that makes up the aggregate counts in the certification reports. These "supporting" reports assist LEAs to review the certification reports for accuracy. For a complete list of certification and supporting reports, refer to Appendix B in this guide.

Submission	Census Day**	Certification Report Number and Name
Fall 1	Fall	1.1 Enrollment – Primary Status by Subgroup
		1.6 Graduates and Dropouts by Subgroup
		1.9 Completers and Dropouts – Count
		1.17 FRPM/English Learner/Foster Youth – Count
		2.1 Title III Eligible Immigrants – Count
		2.8 English Language Acquisition Status – Count by Primary Language
		2.9 English Language Acquisition Status – Census Comparison
		2.12 English Language Acquisition Status – Els Reclassified RFEP
		16.1 Student with Disabilities – Education Plan by Primary Disability
		16.2 Student with Disabilities – Count by Federal Setting
		16.5 Student with Disabilities – Student Services by Primary Disability (may be a certified report in 2020–21)
		SELPA 16.1 Student with Disabilities – Education Plan by Primary Disability
		SELPA 16.2 Students with Disabilities – Count by Federal Setting
		SELPA 16.5- Students with Disabilities - Student Services by Primary Disability
Fall 2	Fall	2.4 English Learner Education Services – Student Count Unduplicated***
		2.5 English Learner Education Services – Unduplicated Count of Teachers Providing EL Services
		2.14 Language Instruction Program – Count
		3.6 Course Section Enrollment – Count by Content Area****
		4.1 Staff – Count and FTE by Job Classification
		17.1 Postsecondary Status Outcome – Count

Submission	Census Day**	Certification Report Number and Name
EOY* 1	None	3.9 Course Sections Completed – Count by Content Area for Departmentalized Courses***
		3.12 Career Technical Education Participants – Count Disaggregated
		3.14 Career Technical Education Concentrators and Completers – Count by Pathway
		3.17 Career Technical Education NonConcentrators – Count by Industry Sector
EOY 2	None	5.1 Program Participants – Count
EOY 3	None	5.4 Homeless Students Enrolled – Unduplicated Count by School
		7.3 Discipline Actions – Count*
		7.4 Discipline Actions – Count by Offense*
		7.6 Disciplinary Actions – Persistently Dangerous Offense Expulsions
		7.7 Discipline Removals for Students with Disabilities – Count*
		7.8 Unilateral Removals for Students with Disabilities – Count*
		14.1 Student Absenteeism – Count
		12.1 Cumulative Enrollment – Count
		*These reports are being updated and new reports related to count of incidents in which students were restrained or secluded will be added.
EOY 4	None	16.1 Student with Disabilities – Education Plan by Primary Disability
		16.2 Student with Disabilities – Count by Federal Setting
		16.5 Student with Disabilities – Student Services by Primary Disability
		17.1 Postsecondary Status – Students with Disabilities
		SELPA 16.1 Student with Disabilities – Education Plan by Primary Disability
		SELPA 16.2 Students with Disabilities – Count by Federal Setting
		SELPA 16.5- Students with Disabilities - Student Services by Primary Disability

*EOY = End of Year.

**Fall Census Day is the first Wednesday in October. The EOY submissions do not have a Census Day; data collected reflects activity throughout the reporting year.

More Information about CALPADS Submissions

The following appendices, located at the end of this guide, contain information about which CALPADS files are required for each submission and which reports LEAs must certify for each submission.

- **Appendix A** in this guide provides a summary of the files required for each submission (excerpted from the CALPADS File Specifications). The CALPADS File Specifications provide detailed information about the data required for each submission.

- **Appendix B** in this guide provides a summary of the reports that LEAs must certify for each submission, along with supporting reports for each submission.

1.4.6.   **CALPADS Operational Data Store (ODS)**

The Operational Data Store (ODS) reflects the most current data in CALPADS and does not necessarily reflect data that have been certified at one point in time by a given LEA.

When may LEAs update the CALPADS ODS?

LEAs may update the CALPADS ODS at any time.

ODS Reports

LEAs may view CALPADS ODS reports for the current data in CALPADS. The reports display the data in the CALPADS ODS for the time period selected by the user.

Use of data from the ODS for accountability purposes

Data from the ODS are pulled from CALPADS on the same day as the EOY Final Certification Deadline and used to determine the 4-year Adjusted Cohort Graduation Rate (ACGR), and the one-year Dashboard Alternative School Status (DASS) graduate rate used for the California School Dashboard. The ACGR is also used to meet federal reporting requirements (see the *Accountability* heading in the block earlier in this section entitled *How the state will use CALPADS data*). Note again that when data are pulled from the CALPADS ODS for accountability purposes, the ODS takes the data that are in the ODS as of that given date (final certification deadline), which does not necessarily reflect the last snapshot of certified data if the LEA certified before the final certification deadline. The data pulled from the ODS for prior years may also not necessarily reflect the data certified in prior years, as data may have been subsequently updated by the LEA.

In other words, if data are certified early in the EOY submission window and CDE pulls data from the ODS for the ACGR one month later on the final certification deadline, and there have been changes made to the data within that month since the LEA certified its data, it is the new latest data, and not the data that were certified, that are pulled for the ACGR. Thus, for the ACGR, the CDE is not using the "last known snapshot" of certified data, rather CDE is pulling and using data from the ODS as of the final certification deadline.

1.4.7.   **LEA CALPADS Roles**

The CDE requires that LEAs designate the following roles:

Role	Description
CALPADS LEA Administrator	Each county/district superintendent and independently reporting charter school administrator must designate a CALPADS LEA Administrator to ensure that all data collection and reporting procedures are followed. CALPADS LEA Administrators: ● Are designated through an application process administered by the CALPADS Operations Office. ● Are responsible for assigning and maintaining local user access to CALPADS within the LEAs, including assisting them with user/password issues. ● Generally assign "edit" roles (which allow the user to upload or edit data to CALPADS), to staff who work in the LEA's student information system (SIS) and/or the LEA's special education data system (SEDS) ● Generally assign "view only" roles (which do not allow the user to upload or edit data), to program staff who use or review the data. ● May or may not serve as the primary sources for understanding the data that LEAs must collect and maintain for submission to CALPADS. ● Must provide assistance to their local users, including submitting service requests. ● Should refer to the CALPADS LEA Administrator Application and Guidelines for descriptions of their given responsibilities and functions. ● Must attend Student Data Privacy training on a yearly basis.
Data Collection Certifier	The LEA staff member given the "Data Collection Certifier" role in CALPADS is responsible for approving the LEA's Fall 1 and EOY 3 and 4 submissions, and certifying the LEA's Fall 2 and EOY 1 and 2 submissions. Generally, this person is the LEA Superintendent or his/her designee.
CALPADS SELPA Administrator	● Each LEA belongs to a Special Education Local Plan Area (SELPA) which coordinates services to students with disabilities (SWD) within their local plan area. ● Each SELPA may have no more than two CALPADS SELPA Administrators who are designated through an application process administered by the CALPADS Operations Office. ● The SELPA CALPADS Administrator are provided the appropriate roles in CALPADS by the CDE to review the data for students with disabilities (SWD) in the LEAs in their SELPA. ● The SELPA CALPADS Administrator does not have the ability to create local users.
SELPA Approval	● State law requires the SELPA to approve all SWD data submitted to CDE by LEAs within their SELPA. ● The SELPA Approver is the SELPA Director.

To ensure quality data, every LEA is strongly encouraged to establish a *Data Management Team* that includes data stewards—in different data areas or programs, or schools—who are responsible for ensuring complete and accurate data in their areas.

Role	Description
Data Steward	Data stewards are responsible for ensuring complete and accurate data in their associated areas.
Data Management Team	A Data Management Team includes members from the technical team and all data stewards. Local leadership is encouraged to establish such a team.

1.5. Statewide Student and Educator Identifiers

1.5.1. Statewide Student Identifier (SSID)

All public California K–12 local educational agencies (LEAs), including charter schools, must obtain statewide student identifiers (SSIDs) from CALPADS for students throughout their association within the California educational system, and they should maintain the SSIDs in their local systems as well as in CALPADS.

- The SSID is a unique, 10-digit, random, system-generated, non-personally-identifiable number.

- SSIDs are essential components of CALPADS.

- SSIDs are used to:

    o Maintain data on individual students over time.

    o Register students to take statewide assessments.

    o Track students in and out of schools and LEAs in order to determine more accurate dropout and graduation rates; thus, it is critical that LEAs take great care when requesting new SSIDs or when choosing/using existing SSIDs.

CALPADS provides enrollment histories and other information to assist LEAs in their selections of SSIDs.

Where to find more information on SSIDs

The CALPADS Data Guide does not provide detailed information on the acquisition and maintenance of SSIDs. More detailed information can be found in the documents referenced in the following table.

For information on:	Refer to:	Which can be found here:
How to acquire and maintain SSIDs in CALPADS	The CALPADS User Manual	https://documentation.calpads.org/

For information on:	Refer to:	Which can be found here:
● Enrollment procedures ● Entities responsible for acquiring SSIDs ● SSID anomalies	The SSID and Enrollment Procedures document	https://documentation.calpads.org/

1.5.2.   Statewide Educator Identifier (SEID)

All educators working in public K–12 California local educational agencies in positions that require credentials from the Commission on Teacher Credentialing (CTC) are required to have statewide educator identifiers (known as "SEIDs;" the acronym is pronounced "seed" in its singular form) assigned by the CTC. Beginning July 1, 2020, teachers teaching in charter schools will be required to have a SEID by obtaining a certificate of clearance from the CTC. SEIDs should be maintained in LEAs' local systems (e.g., human resources systems or student information systems).

● The SEID is a unique, 10-digit, random, system-generated, non-personally-identifiable number produced by the CTC.

● SEIDs are essential components of CALPADS and are used to:

o   Maintain data on individual educators over time.

o   Link educator credential information with assignment information, thus aiding the monitoring of assignments.

● A SEID is required for the submission of staff data to CALPADS. Any staff record without a SEID will not be accepted by CALPADS.

● The CTC assigns SEIDs to applicants for credentials based on applications to the CTC for Certificates of Clearance.

● The CTC has assigned SEIDs to all active educators in the CTC's database. LEAs should contact the CTC directly if a given educator does not have a SEID.

● SEIDs are required in the course records. CALPADS *will accept course records* without SEIDs in specific circumstances, by submitting a generic SIED of "999999999". See the SEID section in the Staff Data Overview in this guide for details.

Where to find SEIDs

There are two methods that LEAs may use to retrieve SEIDs for LEA educators:

● LEAs should contact their County Credential Analysts for the SEIDs. The Commission on Teacher Credentialing provides all county offices of education with accessibility to weekly downloads (pdfs or flat files) of newly issued documents to educators (provided that the educators have provided their counties of employment on their applications); these files also include the SEIDs. County offices will work with LEA staff to get SEID files for LEA educators.

- LEAs may look up individual educators by using the online SEID look-up tool, which is available via the CTC's Credential Information Guide (CIG) at: https://info.ctc.ca.gov/fmp/seid/lookup.php.

  - o The SEID look-up tool requires a CIG logon ID and password:
  - o LEAs may request a CIG logon ID and password by sending an e-mail to the CTC's Information Services Unit at credentials@ctc.ca.gov.

For questions related to obtaining a SEID for an educator, or for SEID-related questions, LEAs should contact the CTC at SEID@ctc.ca.gov.

To subscribe to the SEID listserv, LEAs should send an e-mail to: SEID-subscribe@lists.ctc.ca.gov.

Are SEIDs required for all LEA staff?

The unique SEID number is assigned to credentialed staff only and is required for submission of their data to CALPADS.

Are all administrators required to have a SEID?

All staff in positions that require an administrative services credential such as an Assistant Superintendent should be assigned a SEID by the CTC. According to the CTC's Administrator's Assignment Manual: "When determining if an assignment requires an individual to hold an administrative services credential, it is not the title of the position that is the determining factor but the duties the individual will be performing. Employing agencies should review the job duties for the assignment using Title 5 regulations (§80054.5).

How do non-certificated Administrators or teachers get a SEID?

If a district has used a "local assignment option" to assign a non-certificated staff member to a position requiring certification, the individual can apply for a Certificate of Clearance from the Commission on Teacher Credentialing. A SEID will then be assigned to the individual.

Must an individual have a SEID to submit Staff Demographic and Staff Assignment records to CALPADS?

Yes. The generic SEID of "9999999999" will not be accepted in the Staff Demographic and Staff Assignment records if a staff person does not have a SEID. In order to submit a Staff Demographic and Staff Assignment record for a staff member, they must have a valid SEID. Non-certificated staff serving in positions requiring certification can obtain a SEID by obtaining a Certificate of Clearance from the Commission on Teacher Credentialing. If a SEID is not obtained for these individuals, then they cannot be reported in CALPADS.

Must a teacher have a SEID to submit a Course Section record to CALPADS?

No. If a given staff person assigned to a particular course section does not have a SEID, a generic identifier of 9999999999 may be submitted in the Course Section record. This might occur for:

- Non-certificated charter school teachers (allowed until July 1, 2020).

- Teachers delivering courses at a Regional Occupational Center.

- College professors delivering college courses to high school students.

- Teachers delivering online courses provided by a public or private agency.

- New teachers who have not been issued a SEID.

Note: Staff reported in the Course Section with a generic identifier of "9999999999" will not be included in the Staff FTE counts. Only course enrollment will be counted for these staff.

Do lifetime credential holders have SEIDS?

Yes. All lifetime credential holders should now have a SEID. The CTC's conversion project was completed in 2010, and all lifetime credential holders should now have SEIDs. If a teacher with a lifetime credential does not have a SEID, the LEA should contact the CTC at SEID@ctc.ca.gov to obtain a SEID for the teacher.

Chapter 2.   **Data Groups**

This chapter contains information regarding the maintenance and submission of data related to students, staff, and courses. This chapter contains descriptions of the data in each group, by file; it does not describe how data from different groups are used to meet program reporting requirements (those descriptions are contained in Chapter 3 in this guide: Student Populations and Program Areas). The information contained in this chapter should help users understand the parameters around:

- Which data should be maintained in LEAs' local student information systems.

- When data should be available in local systems to support updating CALPADS.

- Which data must be certified, and when.

This chapter contains the following topics:

2.1. **Student Data Overview**

The Student Data Overview section contains the following student data topics:

Groups of student data

There are certain groups of *student* data that LEAs should maintain locally in their own local student information systems in order to submit to CALPADS. Each group of data is submitted to CALPADS in separate files (abbreviations next to group names are CALPADS file codes):

- **Student Enrollment (SENR)**

  This group of data includes student enrollments and exits from public schools and certified non-public non-sectarian schools (NPS), and student grade levels.

- **Student Information (SINF)**

  This group of data primarily includes demographic information about students that generally do not change, and it also includes address information.

- **Student Program (SPRG)**

This group of data includes students' eligibilities for or participation in particular educational programs. The section on student program data specifies the programs for which LEAs must report data, and which data should be reported on an ongoing basis.

- **Student Incidents: Student Incident (SINC), Student Incident Result (SIRS), and Student Offense (SOFF)**

  This group of data includes incidents that result in the restraint or seclusion of a student, and incidents in which a student commits a statutory offense. This section also includes the results of the incidents, including the disciplinary action taken for students committing statutory offenses.

- **Student Career Technical Education (SCTE)**

  This group of data includes information about student Career Technical Education concentrators and completers. (Note: Additional information related to CTE is located in Chapter 3: Student Populations and Program Areas.)

- **Student English Language Acquisition (SELA)**

  This group of data includes information about students' primary language and their statuses in acquiring the English language. (Note: Additional Information related to English learners and the data submitted on the SELA is located in Chapter 3: Student Populations and Program Areas.)

- **Student Absence Summary (STAS)**

  This group of data includes aggregate counts of student expected attendance days, days attended, and days absent in order to calculate chronic absenteeism rates.

- **Students with Disabilities: Special Education Program (SPED), and Student Services (SSRV)**

This group of data includes information on students with disabilities (SWD). This section provides information on identifying and serving SWD that enable the CDE to meet federal reporting requirements and monitor whether LEAs are meeting the requirements of the Individuals with Disabilities Education Act (IDEA).

- **Postsecondary Status (PSTS)**

This group of data includes the activities of specified student groups after they leave secondary education.

- **Student Test Settings (STSE)**

This group of data includes the designated supports and accommodations required by students taking the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessment for California (ELPAC).

Lists of student data elements included in the files are provided in the sections that follow. Specific programmatic information related to how the data are used can be found in Chapter 3 of this guide.

When should LEAs update student data?

LEAs should use the following files to update student data in CALPADS on an ongoing basis throughout the year as student statuses change:

● SENR: Student enrollment (includes enrollment, exits, and grade level) – at a minimum within 14 days of an enrollment or exit.

● SINF: Student demographic information (includes student address) – update following a new enrollment or when data change.

● SPRG: Student program eligibility for free and reduced-price meals (FRPM), migrant, homeless – update following a new enrollment, or when data change.

● SELA: Student English language Acquisition status – update when status changes.

● SPED and SSRV: Students with Disabilities (SWD) data – update at least monthly.

● STSE: Student test settings for statewide assessments – update as necessary.

Keeping these data current in CALPADS:

● Makes it easier to select the correct SSIDs for transferring students with current enrollment histories.

● Ensures that LEAs have access to current data on students transferring to those LEAs' districts, thus helping the LEAs place new students in appropriate programs.

● Ensures that the CALPADS ODS is up-to-date when data are pulled for statewide assessment registration, enabling students to be tested in the interim and summative CAASPP, and the initial and summative ELPAC, and helps avoid unnecessary ELPAC testing.

● Ensures students have access to the appropriate designated supports and accommodations when taking the CAASPP and ELPAC.

● Ensures students receive free or reduced-price meals under the National School Lunch program, or appropriate migrant or homeless services.

● Ensures data are available to facilitate efficient and effective monitoring under IDEA.

● Ensures the LEA cumulative enrollment count certified as part of End-of-Year 3 accurately reflects the total number of students enrolled at a school and district during the school year.

● Minimizes LEA workload during submission windows.

LEAs should update the following student program data in CALPADS at the beginning of the year, and should update any data before the End-of-Year (EOY) 2 submission:

● 504 Accommodation Plan

● Opportunity

● California Partnership Academy

- Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies ESSA Title I, Part D, Subpart 2 Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk Transitional Kindergarten

- Pregnant or Parenting Programs

- Armed Forces Family Member

- Language Instruction Programs

LEAs should maintain the following student data in their local student information systems (SIS) on an ongoing basis. However, since these data are submitted to CALPADS in a full replacement file, while LEAs may submit these files at any time during the year, they may choose to submit the data to CALPADS for the first time at the beginning of the End-of-Year submission window:

- Student incident data.

- Student absence summary data.

- Student career technical education data.

2.1.1.   Student Enrollment (SENR)

The student enrollment data are submitted through the Student Enrollment (SENR) file and include only the student data required to obtain SSIDs, enroll or exit students, and update students' grade levels in CALPADS. For detailed information about how to acquire and maintain SSIDs within CALPADS, refer to the CALPADS User Manual, which can be found via the Help tab within the CALPADS online system. For procedural guidance regarding enrolling and exiting students in CALPADS, refer to the SSID and Enrollment Procedures document.

The SENR is also used to update CALPADS with student enrollments and exits and grade levels. The SENR is not used to update a student's demographic information; rather, student demographic information must be updated using the Student Information File (SINF).

What are the student *enrollment* and *exit* data elements?

The student data elements for obtaining SSIDs, enrolling or exiting students in CALPADS, and changing students' grade levels, are included in the table below. Refer to the CALPADS File Specifications (CFS) for data element definitions. Technical staff should refer to the CFS for a complete list of data elements required for submission of the Student Enrollment File (SENR).

Field Number	Data Element Public Name	Comment
1.04	Reporting LEA	This element reflects the 7-digit county-district (CD) code of the reporting LEA, or, for independently-reporting charter schools, the charter school's 7-digit school code (S).

Field Number	Data Element Public Name	Comment
1.05	School of Attendance	• This element reflects the 7-digit school code of the school that the student is attending. • For a student who is attending a certified NPS school, the LEA must identify the School of Attendance as "0000001," and the LEA must indicate—in the School of Attendance NPS field—the state-assigned unique school code for the NPS that the student is attending. • For a student who is enrolled in a district-level home/hospital or independent study program and who is not receiving instruction through his/her school of residence (i.e., the school that the student would normally be attending if he/she were not enrolled in the program), the LEA should enter the 7-digit county-district code in the School of Attendance field.
1.06	School of Attendance NPS	• This element reflects the 7-digit school code of the certified NPS that the student is attending. • This element is required only for students with disabilities attending NPS schools. • If a student is attending a non-public school that is not certified by the CDE, the LEA should submit a school code of "9999999." On the online maintenance screen, the LEA should select the school entity called "Noncertified Nonpublic Nonsectarian School."
1.07	Academic Year ID	This element reflects the academic year.
1.08	SSID	This element is required when enrolling or exiting a student.
1.09	Local Student ID	This element reflects the unique student ID assigned by an LEA.
1.10 1.11 1.12 1.13	Student Legal Name (first, middle, last, suffix)	• These elements reflect the basic demographic data needed to enroll or exit a student. • The student's legal name (first, middle, last, suffix) should be used.
1.14 1.15 1.16	Student Alias Name (first, middle, last)	• These are optional elements that, if provided, assist LEAs in matching students. • The intent of these elements is what name the student likes to go by such as a nick name. • NOTE: If there is a legal name change, this should be submitted as a legal name and NOT as an alias name.
1.17	Student Birth Date	This is a required element used in the SSID matching process. It is important that this date is accurate, and it should not change.

Field Number	Data Element Public Name	Comment
1.18	Student Gender Code	This element reflects the basic demographic data needed to enroll or exit a student. This element is required.
1.19	Student Birth City	This is an optional element that, if provided, assists LEAs in matching students.
1.20	Student Birth State Province Code	This is an optional element that, if provided, assists LEAs in matching students.
1.21	Student Birth Country Code	This element reflects the basic demographic data needed to enroll or exit a student. This element is required. A birth country of Unknown is accepted. This element is required if Enrollment Status = 10 (Primary), 20 (Secondary), or 30 (Short-term)
1.22	Enrollment Start Date	• It is important that a student's enrollment start date at a school is accurate in order to prevent concurrent enrollments with other LEAs. • Note that a student's enrollment start date cannot overlap with his/her exit date from another school in the same LEA. • See the CALPADS File Specifications for the definition of Enrollment Start Date. • This element is required.

1.23	Enrollment Status Code	• CALPADS code values include:
		  o Primary enrollment.
		  o Secondary enrollment.
		  o Short-term enrollment.
		  o Non-ADA Enrollment Status
		• See the CALPADS Code Sets, Enrollment Status, for definitions of each enrollment status.
		• See the SSID and Enrollment Procedures for details regarding when to use specific enrollment statuses.
		• This element is required.

1.24	Grade Level Code	• This element reflects the grade level of a given student. • The grade level can be updated using the Student Enrollment File with Exit Code 150 or online in the CALPADS system.

Field Number	Data Element Public Name	Comment
1.25	Enrollment Exit Date	• It is important that a student's enrollment exit date from a school is accurate in order to prevent concurrent enrollments with other LEAs. • Note that a student's enrollment exit date cannot overlap with his/her enrollment start date at another school in the same LEA. • See the CALPADS File Specifications for the definition of Enrollment Exit Date.
1.26	Student Exit Reason Code	• See the CALPADS Code Sets, Student Exit Category, for a list of valid exit reasons. • If a student exits a school by completing a given academic program provided at that school (E230), a Student School Completion Status must also be provided. • See the relevant section in Chapter 3, Student Populations and Program Areas, in this guide for information about which exit codes may be counted as dropouts.
1.27	Student School Completion Status	• See the CALPADS Code Sets, School Completion Status, for a list of valid and usable completion statuses (e.g., graduated, standard high school diploma, student with disabilities certificate of completion, promoted, etc.). • This element is required if a student has been exited with a "Completer Exit" (E230). • See the relevant section in Chapter 3, Student Populations and Program Areas, in this guide for information about which completion codes may be counted as dropouts or graduates.
1.28	Expected Receiver School of Attendance	The LEA may indicate the Expected Receiver School of Attendance by including the unique state-assigned school code of the school in which the student is expected to attend, if: • A student exited a school because he or she transferred involuntarily due to a disciplinary action. • A student exits an alternative school to return to a traditional or non-alternative school.
1.29	Student Met All UC and/or CSU Requirements Indicator	This indication is required for all students with a school completion status of 100 (Graduated, standard high school diploma).

Field Number	Data Element Public Name	Comment
1.30	Student School Transfer Code	• This indicates the type of transfer that occurred between two districts, districts and county offices of education, or schools within a district. • County Offices of Education must provide this code upon enrollment for all students except those enrolled in a Juvenile Court School. • All students with a Student School Transfer Code other than Disciplinary COE School Transfer (Code 5) will be attributed to the District of Geographic Residence to determine the unduplicated pupil count for the supplemental and concentration grant calculation of the Local Control Funding Formula (LCFF). • Charter schools that are authorized by County Offices of Education who are operating alternative programs that the county office would normally offer are also required to provide this code. (See the CALPADS File Specifications for this data element.) • Districts electing to be Districts of Choice (Code 4) must populate this code for every student who is transferring into a school in the District of Choice from another district. For those students who are transferring into a school in a District of Choice as a result of matriculation, the district should use code "6' – Other Transfer.
1.31	District of Geographic Residence Code	• This is required for all students enrolled in a county office of education in order to determine which students to attribute to which district for purposes of determining LEAs' disadvantaged student count for the Local Control Funding Formula supplemental and concentration grant. • This field should be populated with a county-district code representing an active, open district that is not a county office of education or charter school.
1.32	Student Golden State Seal Merit Diploma Indicator	• This indicates that a graduating high school student has completed all requirements for a standard high school diploma and demonstrated mastery of the curriculum. • Students who have a 'Y' value for this element must have a Student School Completion Status Code of 100, Standard High School Diploma.

Field Number	Data Element Public Name	Comment
1.33	Student Seal of Biliteracy Indicator	● This indicates that a graduating high school student has attained a high level of proficiency in one or more languages in addition to English. ● Students who have a 'Y' value for this element must have a Student School Completion Status Code of 100, Standard High School Diploma.
1.34	Postsecondary/Transition Status Indicator	● This indicates that a student with disabilities is participating in a program to assist in the student's transition from school to adult life. ● Students who have a 'Y' value for this element must have an overlapping, active Special Education (SPED) record at the same reporting LEA where the Education Plan Type Code = 100 (IEP), be at least 17 years old (student age on Enrollment Start Date), and Grade Level = 12.
1.35	Workforce Readiness (Strategic Skills) Certificate Program Completion Indicator	● This indicates whether or not a student successfully completed a program where students earn industry certificates that are recognized and certified by business and/or industry at the local, state, or national level. It may be an assessment, examination, or a license that is administered and recognized by an industry third-party or governing board. ● A "Y" would indicate that the student has successfully completed the program; an "N" would indicate that the student did not successfully complete the program.
1.36	Food Handler Certification Program Completion Indicator	● This indicates whether or not a student successfully completed a certificate program for entry-level professionals in the food service industry, such as servers, chefs, cooks, cashiers, and even convenience store clerks. ● A "Y" would indicate that the student has successfully completed the program; an "N" would indicate that the student did not successfully complete the program.
1.37	Pre-Apprenticeship Certification Program Completion Indicator	● This indicates whether or not a student successfully completed a program where students earn industry certificates that are recognized and certified by business and/or industry at the local, state, or national level. It may be an assessment, examination, or a license that is administered and recognized by an industry third-party or governing board. ● A "Y" would indicate that the student has successfully completed the program; an "N" would indicate that the student did not successfully complete the program.

Field Number	Data Element Public Name	Comment
1.38	Pre-Apprenticeship Program (non-certified) Completion Indicator	• This indicates whether or not a student successfully completed a program where students earn industry certificates that are recognized, but not certified, by business and/or industry at the local, state, or national level. It may be an assessment, examination or a license that is administered and recognized by an industry third-party or governing board. • A "Y" would indicate that the student has successfully completed the program; an "N" would indicate that the student did not successfully complete the program.
1.39	State or Federal Job Program Completion Indicator	• This indicates whether or not a student successfully completed any programs administered at schools with the Dashboard Alternative School Status (DASS) at the federal level such as Job Corps, Workforce Innovation and Opportunity Act (WIOA), YouthBuild; or state level programs such as California Conservation Corps or Regional Occupational Center Programs. • A "Y" would indicate that the student has successfully completed the program; an "N" would indicate that the student did not successfully complete the program.

When should student *enrollment* and *exit* data be submitted to CALPADS?

LEAs should update CALPADS with student enrollments and exits on an *ongoing basis throughout the year.* Enrollment updates should be submitted to CALPADS with actual enrollment and exit dates, on a timely basis, generally within 14 days of students' actual start and exit dates. It is important for LEAs to submit all enrollments and exits during the school year in order to have an accurate cumulative enrollment count which is used to calculate discipline and chronic absenteeism rates.

At the end of the school year, LEAs must exit all students, including those whom they expect will be continuing at the same school the following school year. Students should be exited with the date of the last day of school. At the beginning of the next school year, LEAs must re-enroll all students with the appropriate grade level for that year. LEAs will receive a fatal certification error during the Fall 1 submission for any open enrollment records that have not been exited from the prior year. Any other information that has changed about students must be made using the appropriate file. Student enrollments and student information may also be done online in the CALPADS system.

Why should LEAs keep student enrollment/exit data current in CALPADS?

- Makes it easier to select the correct SSIDs for transferring students with current enrollment histories.

- Minimizes concurrent enrollment (CCE) anomalies.

- Ensures that LEAs have access to current data on students transferring to those LEAs' districts, thus helping the LEAs place new students in appropriate programs.

- Ensures that the CALPADS ODS is up-to-date when data are pulled for statewide assessment registration, enabling students to be tested in the interim and summative CAASPP, and the Initial and Summative ELPAC, and helps avoid unnecessary ELPAC testing.

- Informs LEAs if a student has been directly certified to receive a free or reduced-price meal under the National School Lunch program.

- Informs LEAs if a student is a foster youth.

- Ensures data are available to facilitate efficient and effective monitoring under IDEA.

- Ensures the LEA cumulative enrollment count certified as part of End-of-Year 3 accurately reflects the total number of students enrolled at a school and district during the school year.

- Minimizes LEA workload during snapshot collection windows.

What data should LEAs submit after enrolling a student in CALPADS?

After enrolling new students using the SENR, LEAs should immediately follow with submissions of student information (SINF), program information (SPRG), and English language acquisition status (SELA). After enrolling returning students in CALPADS, LEAs should immediately follow with submissions of any new or updated student information and program data. If there is no new or updated information, there is no need to submit these files. Complete student information, specific program data, and English language acquisition status are required for certification of the Fall 1 submission; therefore, it is important that these data are submitted following new enrollments at the beginning of each school year. See the sections on student information, student program, and Student English language Acquisition in this chapter.

What should LEAs consider when updating student exit information?

To exit a student, the LEA must also provide the Enrollment Exit Date and Student Exit Reason online in CALPADS or in the Student Enrollment File. LEAs should note that:

If…	Then…
A student exited a school because he or she completed a given academic program (E230),	A Student School Completion Status code must also be submitted, indicating how the student completed the program (e.g. graduated with a standard high school diploma, Special Education certification of completion, etc.).

If…	Then…
A student graduated from high school with a standard diploma (100),	The LEA must also indicate whether the student: ● Met all UC and/or CSU requirements. ● Qualified for the Golden State Seal Merit Diploma or Seal of Biliteracy. ● Completed the Workforce Readiness Certificate Program, Food Handler Certification Program, Certified Apprenticeship Program, Not-Certified Pre-Apprenticeship Program, or State or Federal Job Program.
A student completed a school year and is expected to return to the same school the next year,	● Exit the student with an E155 with an Enrollment Exit date of the last day of school. ● The LEA may re-enroll the student with an Enrollment Start date of the first day of school of the next school year.
A student exits a school because he or she transferred involuntarily due to a disciplinary action, *or* A student exits an alternative school to return to a traditional or non-alternative school,	The LEA should indicate the Expected Receiver School of Attendance by including the unique state-assigned school code of the school in which the student is expected to attend.
A student exited a school because he or she did not graduate and has gone to an Adult Education school (T260), and at a later date the LEA learns that the student has earned an Adult Education High School Diploma,	The student's exit data must be updated to E230/250 with an Enrollment Exit Date that equals the date the student earned the Adult Ed High School Diploma.
A student in foster care turns 18 and is ordered by the court to exit a school and return to a school within the boundaries of their "primary residence,"	The "sending LEA" should do one of the following: ● Award the student a high school diploma and exit the student as a graduate if the student meets ***all high school requirements**, including the lower credit threshold allowed by the state for foster care students; or* ● Exit the student as a T160 (transfer to another ***California** school). If the student does not enroll in the "receiver" school, the student will be treated as a lost transfer from the "sending" school.

If…	Then…
A pre-enrolled student who was exited with a E155 and was expected to return to school the following academic year, fails to show up during the first few days of school,	• If the student cannot be located, the student may be exited within the first few days of school so that those student enrollments do not impact class scheduling. The school, however, should conduct a full investigation to locate the student, and if the student cannot be found, should exit the student with E140 – NoKnownEnrollTruant. • If the school receives proper documentation that the student is now attending a private school, or moved out of state, the pre-enrollment can be deleted, and the exit reason should be updated appropriately. • If the school finds the student has transferred to another California public school, the pre-enrollment can be deleted. The E155 may remain because CALPADS will treat the exit as a transfer.
A student who was expected to return to school the following academic year, was not pre-enrolled, but fails to show up during the first few days of school,	The school should conduct a full investigation to locate the student. • If the school locates the student, but the student continues to be truant, the LEA should refer the student to the School Attendance Review Board (SARB). • The LEA is not required to change the E155 – YearEndEnrollmentExit, because CALPADS will consider the student a dropout.

How are *enrollment* and *exit* information used?

Student enrollment and exit information are used by the state in various ways. Here are some of the ways the data are used:

- Student enrollment counts on Fall Census Day are the LEAs' official enrollment counts for the year and are used for multiple enrollment-based funding formulas.

- Student enrollment and exit information are used to determine accountability indicators on the California School Dashboard, including the 4-year Adjusted Cohort Graduation Rate and one-year Dashboard Alternative School Status graduate rate, continuous enrollment used to determine which students to include in the academic indicator, and cumulative enrollment counts used to calculate suspension and chronic absenteeism rates.

- Student enrollment information is used to register students to take the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessment for California (ELPAC).

- Student enrollment and exit information are used with student information and program information for public posting to the CDE's DataQuest, providing basic information about California's schools.

- Student enrollment and exit information are used to determine official counts of graduates, completers, and dropouts, in order to meet state and federal reporting requirements. Refer to relevant sections in Chapter 3, *Student Populations and Program Areas,* in this guide for descriptions of which exit and completion codes are counted as dropouts and graduates.

2.1.2.   Student Information (SINF)

The student information data are submitted through the Student Information (SINF) file and include demographic information about students. Most of these data should not change, such as dates of birth, gender, and races/ethnicities. Once these data become part of the students' records in CALPADS, they do not have to be re-entered unless changes or corrections are required. The one piece of student information that is more likely to change is students' address information.

What are the student information data elements?

The following table lists the specific student-related data elements which may be updated online in CALPADS or through the Student Information File (SINF). Technical staff should refer to the CALPADS File Specifications for a complete list of data elements required for submission of the Student Information File.

Field Number	Data Element Public Name	Comment
2.11 2.12 2.13 2.14	Student Legal Name (first, middle, last, suffix)	The student's legal name (first, middle, last, suffix) should be used.
2.15 2.16 2.17	Student Alias Name (first, middle, last)	• An "alias" name that a given student goes by may be submitted. • The intent of these elements is what name the student likes to go by such as a nick name. NOTE: If there is a legal name change, this should be submitted as a legal name and NOT as an alias name.
2.18	Student Birth Date	This is a required element used in the SSID matching process. It is important that the Student Birth Date is accurate, and it should not change.
2.19	Student Gender Code	This is a key element used in the SSID matching process. It is important that this element is accurate, and it generally should not change.
2.20	Student Birth City	This is an optional element that, if provided, assists LEAs in matching students, and it should not change.

Field Number	Data Element Public Name	Comment
2.21	Student Birth State Province Code	This is an optional element that, if provided, assists LEAs in matching students, and it should not change.
2.22	Student Birth Country Code	This is a required element used in the SSID matching process, and it should not change. A birth county of "unknown" is accepted.
2.23	Hispanic Ethnicity Indicator	This is a "yes" or "no" response to the question, "Are you Hispanic?" This element reflects federal requirements for how race/ethnicity information is collected.
2.24	Student Ethnicity Missing Indicator	LEAs are required to report whether students' ethnicities are Hispanic. A response of "Y" for this data element indicates that a given student's reported ethnicity indicator has been left blank intentionally.
2.25-2.29	Race	CALPADS will accept up to five races per student. See the CALPADS Code Sets, Race Category, for valid race code values.
2.30	Student Race Missing Indicator	LEAs are required to report students' races. A response of "Y" for this data element indicates that a given student's reported race code fields have been left blank intentionally.
2.39-2.42	Guardian Name	Two guardian names may be provided. This is an optional element used solely to assist LEAs in identifying the correct students when searching for SSIDs of students already in CALPADS.
2.38	Parent Guardian Highest Education Level Code	This element is used in combination with students' eligibilities for the National School Lunch Program to determine whether given students are part of the socio-economically disadvantaged student group.
2.31-2.35	Address	This field is not required, however, LEAs opting to receive student score reports from the test vendor that are populated with student addresses to facilitate mailing statewide test results home, must populate this field with students' mailing address.
		NOTE: CALPADS will accept Mexican addresses for students whose primary residence is in Mexico (however CALPADS will not validate authenticity of the address).
		The student address is no longer required for the Direct Certification matching process conducted with the California Department of Social Services (CDSS) to identify students eligible to receive free meals under the National School Lunch Program, however, providing the address helps ensure a correct match. PO Boxes are acceptable for the direct certification matching process.

Field Number	Data Element Public Name	Comment
2.36	Student Initial U.S. School Enrollment Date K-12	This date should never change and should represent the first date a student entered kindergarten in a U.S. school. It is used solely for determining whether an English learner's assessment results are included for purposes of accountability. This date is not used to determine eligibility for Title III. See the relevant section in Chapter 3, Student Populations and Program Areas, in this guide for more detailed information on how and when this data element is used.
2.37	Enrolled in U.S. School less than Three Cumulative Years Indicator	This element is used to identify immigrant subgroups and to create the Student National Origin Report. If this field is populated, it should be reviewed each year for accuracy. See the relevant section in Chapter 3, Student Populations and Program Areas, in this guide for more detailed information on how and when this data element is used.

When should student information be submitted to CALPADS?

Student information for new students should be submitted immediately following the student's enrollment, and student information for returning or existing students should only be updated when information changes. CALPADS automatically creates an initial SINF when an SSID is first established and it must be updated with necessary data for the student. Except for the student address, the data on the student information file (SINF) should not change, such as students' birthdate or gender, minimizing the need to continually update these data.

The student address is one piece of information on the SINF that *does* change. LEAs should use the SINF record sub-type, Student Information Address (SIAD), for changing students' addresses, and *should not* submit the entire SINF.

The only other data element on the SINF that requires updating is when the *Field 2.46 – Enrolled in U.S. School Less than Three Cumulative Years Indicator* is "Y." At some point, this indicator should change to "N."

What are best practices for maintaining student information in CALPADS?

- LEAs should submit all student information data elements following the enrollments of students with new SSIDs.

- LEAs should review the updates to existing student information in CALPADS upon enrolling transferring students, and make any updates at that time if applicable.

- LEAs should update student information in CALPADS if found to be incorrect upon review of assessment and accountability subgroup reports.

- LEAs *should not* continually send up existing student information in CALPADS for all students on a routine basis, as this will result in redundant and sometimes disparate data in CALPADS with different effective dates.

- LEAs should use the SINF sub-type, SIAD, to update students' addresses during the school year, as necessary.

How are student information data used?

Student information data are used:

- In the fall to report official enrollment, and one-year dropout and graduate counts by student groups (gender, race/ethnicity, immigrant).

- At the end of the year to determine student groups for the California School Dashboard, public reporting on DataQuest, and other state and federal reports.

- Address information is used at the beginning of each month for direct certification, and for student score reports at the LEA's request.

2.1.3.   **Student Program (SPRG)**

The student program data are submitted through the Student Program (SPRG) file and include information about students' *eligibility for* or *participation in* specific state and federal programs. Generally, student *eligibility* data are used as a way to identify particular student accountability student groups as required for state and federal reporting. Student *program participation* data, on the other hand, are collected to meet state or federal requirements to report counts of students participating in specific programs.

For example, eligibility for the National School Lunch Program (NSLP) is used as a proxy for low-income students, and is used in part to determine the *socio-economically disadvantaged* subgroup; it is not used to determine which students actually participated in the program and received meals; that is determined locally in the LEA's point-of-sale system. Student program participation data reflect whether students actually participated in particular programs.

In 2014–15, CALPADS was changed and now automatically defaults program records to their respective membership categories (eligible or participating). Previously, LEAs were required to indicate whether they were submitting an eligibility or participating program record in the Membership Category Code field. LEAs are no longer required to populate this field.

Eligibility* versus *participation

CALPADS automatically defaults Education Programs as either *eligible* or *participating*.
The following definitions should provide clarity regarding the differences between student program *eligibility* and student program *participation.*

- **Student Program Eligibility:** *Eligibility* means that a given student has met all of the criteria to receive services for an education program; however, the student may not necessarily be receiving services. The Language Instruction Programs (LIPs) are an exception. LEAs should only submit LIP program records for students actually participating in the program, which represents when they became eligible. The LIP program records are treated as "eligibility" records because generally students remain in a LIP from year to year, and as an eligibility record, the record remains open and LEAs to not have to resubmit the record each year.

- **Student Program Participation:** *Participation* means that a given student has met all of the criteria to receive services for an education program, and that student is receiving services.

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Which programs are considered *eligibility* programs and which are considered *participation* programs?

CALPADS designates programs as follows:

Here are the programs for which *eligibility* is collected:	Here are the programs for which *participation* is collected:
Free Meal Program	Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies ESSA
Reduced-Price Meal Program	Title I, Part D, Subpart 2 Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Gifted and Talented Education (GATE)	Transitional Kindergarten
Migrant Education	Opportunity Program
Pregnant or Parenting	California Partnership Academy
Homeless	[blank; N/A]
Armed Forces Family Member	[blank; N/A]
504 Accommodation Plan	[blank; N/A]
LIP – Developmental Bilingual Program	[blank; N/A]
LIP – Dual-Language Immersion Program	[blank; N/A]
LIP – Heritage or Indigenous Language	[blank; N/A]
LIP – Newcomer Program (Various Models)	[blank; N/A]
LIP – One-Way Immersion Program	[blank; N/A]
LIP – Structured English Immersion Program or other predominantly English Language Instructional Models	[blank; N/A]
LIP – Transitional Bilingual Program	[blank; N/A]

What are the student program data elements?

The following table lists the specific program-related data elements which may be updated online in CALPADS or in a batch mode through the Student Program File (SPRG). Technical staff should refer to the CALPADS File Specifications for a complete list of data elements required for submission of the SPRG.

Field Number	Data Element Public Name	Comment
3.13	Education Program Code	• LEAs should update programs that indicate students' eligibility status on an ongoing basis because these designations are used for many purposes throughout the year. The Free Meal Program and Reduced-Price Meal Program are automatically closed at the end of the school year, because students' eligibility must be re-established annually. All other eligibility programs do not need to be closed at the end of a school year; rather these program records will remain open until the student exits the program. LEAs, however, should confirm students' eligibility for the program at the beginning of each school year and update CALPADS as necessary. • LEAs should also update programs that indicate students' participation in programs on an ongoing basis because it reduces workload when LEAs certify student participation in programs at the end of the year for all students enrolled and participating at any point during the year.
3.14	Education Program Membership Code	• LEAs do not have to populate this field because it is automatically determined by CALPADS. • CALPADS will ignore any data provided in this field if it is populated.
3.15	Education Program Membership Start Date	See information on Start and End dates provided later in this section.
3.16	Education Program Membership End Date	See information on Start and End dates provided later in this section.
3.17	Education Service Academic Year	This is the Academic Year in which an Education Service was received for a particular student.
3.18	Education Service Code	The education service provided should be populated for students participating in federal Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies ESSA
3.19	California Partnership Academy ID	This must be populated for students participating in a California Partnership Academy.
3.20	Migrant Student ID	This must be populated for students eligible for Title I Part C Migrant. (See the CALPADS File Specifications for requirements.)
3.21	Filler Field (Previously: Primary Disability Code)	This data element is now submitted on the Special Education Program (SPED) file.

Field Number	Data Element Public Name	Comment
3.22	Filler Field (Previously: District of Special Education Accountability)	This data element is now submitted on the Special Education Program (SPED) file.
3.23	Homeless Dwelling Type Code	This must be populated for all students with an education program code for homeless (code 191).
3.24	Unaccompanied Youth Indicator	This must be populated for all students with an education program code for homeless (code 191).
3.25	Runaway Youth Indicator	This must be populated for all students with an education program code for homeless (code 191).
3.26	Filler Field	N/A

What start and end dates should be used for student *eligibility* programs?

Here are some guidelines regarding start and end dates for student program eligibility:

- A student's program *eligibility start date* (i.e., the student has met the criteria to receive services) does *not* need to be within the student's enrollment at a school. If a student's actual eligibility start date cannot be determined because the determination was made by another LEA, the LEA should use the first day that the student attended the given school.

- For students continuing in the same school from one year to the next and who are exited from the school with an E155 (YearEndEnrollmentExit):

    o If students are *eligible* for Gifted and Talented, Migrant, Homeless, 504 Accommodation Plan, Armed Forces Family Member, or any of the Language Instruction programs, the program can be left open (no program exit date required) because the use of the E155 indicates that the student is expected to return to the same school) and their eligibility continues until the student is found to be no longer eligible. See table below for more details and best practices.

    o If students are *eligible* for Free Meal Program or Reduced-Price Meal Program, their program records are automatically closed because eligibility is valid for only one year and must be re-determined annually. The records are automatically closed when any Student Exit Reason is populated (except E150 – MidYrEnrollmentUpdate)

- For students exiting the school or transferring to another school with any Exit Reason Code other than E155 and E150 (MidYrEnrollmentUpdate), the eligibility program records do not need to be closed.

- For students transferring to another school, a new program record must be submitted indicating the student's eligibility for the given program, and the program start date may be the student's original eligibility start date. The student does not need to be exited from the program in the previous school.

o If an LEA is unable to determine the original eligibility start date for a student, (such as a student transferring from another state), the LEA should use the first day that the student attended the given school.

Program Name	The program start date…	The program end date…	Should LEAs close these records at the end of the year or when the student exits the school?
Free Meal Program	Must be in the current academic year for each reporting year. Represents the date an approved NSLP meal application was received.	Represents the date that the student exited the school for the academic year.	Yes. These records should be closed annually and a new eligibility determination must be made annually. NOTE: Records for students who exit a school with an exit code other than E150 will be auto-closed by CALPADS.
Reduced-Price Meal Program	Must be in the current academic year for each reporting year. Represents the date an approved NSLP meal application was received.	Represents the date that the student exited the school for the academic year.	Yes. These records should be closed annually and a new eligibility determination must be made annually. NOTE: Records for students who exit a school with an exit code other than E150 will be auto-closed by CALPADS.
Gifted and Talented Education (GATE)	Represents the date the student was determined to be eligible for the GATE program within a school. Does not mean the student is participating in the GATE program	Represents the date the student was exited from the GATE program at a school.	No. These records should not be closed annually for returning students. For students exiting the school, these records may, but are not required to be closed.
Migrant Education	Represents the date the student was determined to be eligible for the Migrant Program (at any school in California) for a particular eligibility period (maximum of three years). If the student is determined to be eligible again after three years, then a new record should be submitted with a new start date.	Represents the student's eligibility period expired; or The date the student was determined to be ineligible for services within a school.	No. These records should not be closed annually for returning students. For students exiting the school, these records may, but are not required to be closed.

Program Name	The program start date…	The program end date…	Should LEAs close these records at the end of the year or when the student exits the school?
Pregnant or Parenting Programs	Represents the date the student was determined to be eligible for pregnant or parenting program.	Represents the date the student was determined to be ineligible at a school or is no longer parenting.	No. These records should not be closed annually for returning students. For students exiting the school, these records may, but are not required to be closed.
Homeless Program	Represents the first date a student was identified as homeless at any school in California. If a student's eligibility is re-verified annually, the previous record should be closed and a new record should be submitted with a new start date.	Represents the date a student was identified as being no longer homeless, or; The last day of the school year	No, homeless records are not required to be closed at the end of the year or for students who are exiting. However, best practice is that homelessness be verified annually and LEAs can opt to close and then reopen these records annually if it helps to facilitate the reverification process.
504 Accommodation Plan	Represents the first date that a student was identified as having a 504 Accommodation Plan.	Represents the date the student was no longer identified as having a 504 Accommodation Plan.	No. These records should not be closed annually for returning students. For students exiting the school, these records may, but are not required to be closed. However, best practice is that 504 Accommodation Plans be evaluated annually and LEAs can determine via the evaluation process, which 504 Accommodation records are no longer eligible and should be closed in CALPADS.
Armed Forces Family Member	Represents the date a student became eligible based on the parent's most recent active military status. Must be on or after the student's birthdate, even if the parent's active military date was prior to the birthdate. (See FAQ for additional guidance.)	Represents the date a student was identified as being no longer considered armed forces family member, or; The last day of the school year	No. These records should not be closed annually for returning students. For students exiting the school, these records may, but are not required to be closed.

Program Name	The program start date…	The program end date…	Should LEAs close these records at the end of the year or when the student exits the school?
Language Instruction Program (LIP)	Represents the data a student became eligible and began participating in the LIP. NOTE: All English learners should be participating in a LIP.	Represents the date a student exited the program. A student does not have to exit a program when the student is reclassified to Reclassified Fluent English Proficient (RFEP) if the student is still participating in the program.	No. These records should not be closed annually for returning students if the student will continue in the same program in the following school year. For students exiting the school these records may, but are not are not required to be closed.

How are student eligibility records used?

Student eligibility records for the following programs determine students' membership in particular student groups as required for reporting purposes:

Program	Subgroups	Comment
Gifted and Talented Education (GATE)	GATE	• Students identified as GATE-eligible. • Students do not need to be participating in a GATE program.

Program	Subgroups	Comment

Title I Part C Migrant	Migrant
	
	Free or Reduced-Price Meal eligible
	
	Socio-economically disadvantaged
		LEAs should coordinate with their Migrant regions to identify the students in their given LEAs who are eligible for the migrant program. For those who are eligible migrant students, the LEAs will need to obtain:
		
		● The students' *student eligibility start dates,* which are the most recent Qualifying Arrival Dates (QAD); *and*
		
		● The students' Migrant Student Directory (MSD) numbers as assigned in the Migrant Student Information Network (MSIN) data system. LEAs should note the following:
		
		    ○ The MSD number is an 11-digit number: The first two numbers in the MSD number are "06."
		
		    ○ This is **not** the same as the identifier used in the COE Star System, which is alphanumeric (may include both letters and numbers), and is generally delineated with 7 characters followed by a hyphen, and then a number representing the number of siblings. LEAs will **not** need this number, and instead will need the MSD number.
		
		Contact information for migrant education regional offices can be found on the CDE Migrant Education Regional Offices web page at https://www.cde.ca.gov/sp/me/mt/regions.asp.

Program	Subgroups	Comment
• Free Meal Program and • Reduced-Price Meal Program NOTE: Both of these programs are also referred to as the National School Lunch Program, or NSLP	Free or Reduced-Price Meal eligible Socio-economically disadvantaged	FRPM eligibility is used in combination with Parent Education level to determine whether a given student is in the socio-economically disadvantaged accountability student group. FRPM program records carry a one-year designation. FRPM eligibility must be submitted annually. Students attending schools with a National School Lunch Program (NSLP) provision 2 or 3 status or participating in a Community Eligibility Provision (CEP) should submit FRPM records for students found to meet the federal income requirements for FRPM based on an alternative household income form. LEAs may submit FRPM records for students found to be eligible for free meals based on a local direct certification process. LEAs do not need to submit FRPM records for students found to be eligible for free meals based on the state direct certification process conducted by CALPADS. NOTE: Specific local user access must be granted to LEA staff to view these data.
Homeless	Free or Reduced-Price Meal eligible Socio-economically disadvantaged	For homeless students, LEAs must also: 1. Identify the type of dwelling in which given students are residing while homeless; 2. Submit an indication (yes/no) regarding whether given students are or were unaccompanied by an adult at any time during the reporting year; and 3. Submit an indication regarding whether given students are or were runaways at any time during the reporting year.
504 Accommodation Plan	504 Accommodation Plan	The 504 Accommodation Plans should be evaluated annually and LEAs can determine via the evaluation process which 504 Accommodation records are no longer eligible and should be closed in CALPADS. This is important because these data are needed to appropriately identify students for the California Assessment of Student Performance and Progress (CAASPP) testing accommodations.

Program	Subgroups	Comment
Armed Forces Family Member	Armed Forces student group for accountability calculations (beginning in 2017–18)	A student is considered to be an Armed Forces Family Member if at least one parent is an Armed Forces member, on active duty or serves on full-time National Guard duty. The terms "armed forces", "active duty" and "full-time National Guard duty" as defined by sections, 101(a)(4), 101(d)(1) and 101(d)(5) of the United States Code are: • 101(a) (4) - The term "armed forces" means the Army, Navy, Air Force, Marine Corps, and Coast Guard. • 101(d) (1) - The term "active duty" means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty. • 101 (d) (5) - The term "full-time National Guard duty" means training or other duty, other than inactive duty, performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member's status as a member of the National Guard of a State or territory, the Commonwealth of Puerto Rico, or the District of Columbia under section 316, 502, 503, 504, or 505 of title 32for which the member is entitled to pay from the United States or for which the member has waived pay from the United States.
Language Instruction Program	None Students are placed in the English learner student group based on the English Language Acquisition Status (ELAS) submitted on the Student English Language Acquisition (SELA) file	Any student is eligible to participate in a Language Instruction Program: English learners seeking English language acquisition, students seeking proficiency in one or more languages in addition to English, and students participating in programs designed to develop English language proficiency and meet the academic and transitional needs of newly arrived immigrants or "newcomers." All English learners, however, should be placed in a LIP that enables the student to acquire the English language.

When should student program *eligibility* data be submitted to CALPADS?

After enrolling students in CALPADS with new SSIDs, LEAs should immediately submit student information and student program eligibility data.

These data should be updated in CALPADS on an ongoing basis, because they are used to determine student groups in all submissions, assessments, and accountability. Additionally, these subgroups appear as filters on nearly every certification and supporting report in CALPADS.

What start and end dates should be used for *participating* student programs?

- A student's *program participation start date must* be within the student's enrollment period at a school.

- For students continuing in the same school from one year to the next and who are exited from the school with an E155 (YearEndEnrollmentExit):

- If students are participating in an opportunity program or Partnership Academy, and their participation will continue from one year to the next at the same school, the program can be left open (no program exit date required) because the use of the E155 indicates that the student is expected to return to the same school. See the table below for more details.

- If students are participating in Title I Part A, Improving Basic Programs Operated by Local Educational Agencies ESSA, Transitional Kindergarten, the program record should be closed each year and re-submitted again the next year with a new start date if the student continues in the program. This is true even if it is anticipated that the student will continue participation in the program the next year. See the table below for more detail.

- For students exiting the school or transferring to another school with any Exit Reason Code other than E155 and E150 (MidYrEnrollmentUpdate), CALPADS will automatically populate the program exit date with the Enrollment Exit Date (for programs for which we capture participation data).

- If a student transfers to a new school, a new program record must be submitted indicating the student's participation in the given program with a new start date that is within the student's start date at the new school. Refer to the table below for more detail.

Program Name	The program start date…	The program end date…	Should LEAs close these records at the end of the year or when the student exits the school?
Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies ESSA	Represents the first date a student was identified as participating in the program at a school.	Represents the date a student ceased participating in the program at a school; or The last day of school	Yes. These records should be closed out annually and resubmitted the following academic year with a new program start date and Title I Services (Education Service Code) a student is receiving. NOTE: Records for students who exit the school with an exit code other than E150 or E155 will be auto-closed by CALPADS.

Program Name	The program start date…	The program end date…	Should LEAs close these records at the end of the year or when the student exits the school?
Title I, Part D, Subpart 2 Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Represents the first date a student was identified as participating in the program at a school.	Represents the date a student ceased participating in the program at a school or The last day of school	Yes. These records should be closed annually and resubmitted at the beginning of the school year if the student continues to participate. NOTE: Records for students who exit the school with an exit code other than E150 or E155 will be auto-closed by CALPADS.
Transitional Kindergarten	Represents the first date a student was identified as participating in the first year of a transitional kindergarten program at a school.	Represents the last day of the student's first year of participation in the transitional kindergarten program	Yes. These records must be closed at the end of the student's first year of participation in the Transitional Kindergarten program or will be auto-closed upon a student's exit.
Opportunity Program	Represents the first date a student was identified as participating in the program at a school.	Represents the date a student ceased to participate in an Opportunity Program at a school or The last day of school.	No, these records are not required to be closed at the end of the year for returning students. However, best practice is that this be verified annually and LEAs can opt to close these records annually if it helps to facilitate the reverification process. NOTE: Records for students who exit the school with an exit code other than E150 or E155 will be auto-closed by CALPADS.

Program Name	The program start date…	The program end date…	Should LEAs close these records at the end of the year or when the student exits the school?
California Partnership Academy	Represents the first date a student was identified as participating in the program at a school	Represents the date a student ceased to participate in a CPA; or The date the student exited the school	No, these records are not required to be closed at the end of the year for returning students. NOTE: Records for students who exit the school with an exit code other than E150 or E155 will be auto-closed by CALPADS.

How are student *participation* records used for federal reporting?

Data on student participation in the following programs are collected to determine program participation counts for federal reports.

NOTE regarding Title I Part D programs: As of 6/30/3013, data collection for student participation in all Title I Part D programs was discontinued in CALPADS. These data will continue to be collected in the Consolidated Application Reporting System (CARS).

Federal Program	Comment
Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies ESSA	These data were formerly collected on the Consolidated Application (ConApp), Part II. LEAs must annually report whether schools are operating a schoolwide or targeted program in the Consolidated Application Reporting System (CARS). Only schools being reported as operating targeted programs should submit Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies ESSA program records. It is not necessary to submit program records for students in schools operating schoolwide Title I programs.
NCLB Title I Part A Schoolwide	CALPADS does not require Title I Part A participation program records from schools operating schoolwide programs (reported in CARS). Student participation is derived from cumulative primary enrollment counts throughout the academic year (i.e., participation is not collected through program records).

Federal Program	Comment
Title I, Part D, Subpart 2 Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	These data were formerly collected on the ConApp, Part II. The Title I Part A Neglected Program is funding that districts can allocate from their general Title I Part A allocation to serve neglected students (generally students in group homes or licensed children's institutions) that are attending non-Title I Targeted Assistance (TAS) or Schoolwide Program (SWP) schools in the district. LEAs should submit a Title I, Part D, Subpart 2 Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk record for any neglected student who is receiving Title I services *and is enrolled in a non-Title I school in the district*. If Title I Part A Neglected records are submitted at a Title I Targeted Assistance (TAS) or Schoolwide Program (SWP) school, these records will NOT be counted in certification report *5.1 – Program Participation Count.*

How are student *participation* records used for state reporting?

Data on student participation in the following programs are collected to determine program participation counts for state reports:

State Program	Comment
Opportunity Program	These data were formerly collected in CBEDS.
California Partnership Academy	These data were formerly collected in CBEDS and the Partnership Academy report.
Transitional Kindergarten	"Transitional kindergarten" means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. *Education Code Section 48000(c):* (c) A child shall be admitted to a transitional kindergarten maintained by the school/district if the child will have his or her fifth birthday on or after one of the following dates: (1) November 2 of the 2012–13school year. (2) October 2 of the 2013–14 school year. (3) September 2 of the 2014–2015 school year and each school year thereafter. Students participating in a Transitional Kindergarten program are enrolled in CALPADS with a grade level of Kindergarten (KN).

When should student program *participation* data be submitted to CALPADS?

After acquiring SSIDs in CALPADS, LEAs should submit student information and student program participation data. After enrolling transferring students, LEAs should follow the enrollments with updates to the students' program participation data, if applicable.

At the end of the school year, in the EOY 2 – Program Participation submission, LEAs must report all students who have participated—at any time during the year—in any of the programs. If these data are updated on an ongoing basis throughout the year as students start and end their participation in these programs, then the EOY 2 submission will only require the LEAs to review and approve the certification reports generated by CALPADS.

2.1.4.   Student Incident (SINC, SIRS, SOFF)

The student incident data, submitted through the Student Incident (SINC), Student Incident Results (SIRS), and Student Offense (SOFF) files, include:(1) incidents that result in the use of physical restraint or seclusion, (2) incidents in which a statutory offense is committed, and (3) for incidents in which a statutory offense is committed, the offense committed, and the disciplinary result (e.g. other means of correction, suspension, expulsion). This information is required to satisfy state law (California Education Code Section 49005-49006.4), federal requirements under the Gun-Free Schools and Communities Act, the Individuals with Disabilities Education Act (IDEA), and to determine "persistently dangerous" schools under the Elementary and Secondary Education Act of 1965, as amended (ESEA).

The data are also used to develop the Suspension Indicator on the California School Dashboard, and are posted on DataQuest to provide the public information about the suspension and expulsion rates in California public schools.

What data must program or school site staff provide?

Each incident must have a unique identifier that is unique within the school and academic year. For each incident, program staff must provide the following data for submission to CALPADS:

- For each student involved in an incident which resulted in the behavioral restraint or seclusion of the student:

    o   Whether physical restraint, mechanical restraint or seclusion was used

    o   The data the incident occurred.

- For each student involved in an incident in which a statutory offense was committed:

    o   The statutory offense(s) committed.

    o   The date the incident occurred (this is not necessarily the date in which the incident result or disciplinary action occurred).

    o   The incident result (out-of-school suspension, in-school suspension, expulsion, other means of correction, no action, school-related arrest, law enforcement referral).

    o   Whether instructional support was provided during the incident result.

- o The length of time, in school days, that an incident result for a specific incident lasted.

- o Whether the incident result was modified (e.g. shortening the term of the suspension or expulsion).

- o Whether the incident involved weapons.

- For students with disabilities (SWD), in addition to the data required for incidents in which a statutory offense was committed:

  - o The authority that gave the incident result (disciplinary action).

  - o Whether the SWD was removed to an interim alternative educational setting.

  - o The agency which authorized the incident result for the student.

What are the student *incident* data elements?

The table below represents the student-related data elements associated with student incident which may be submitted or updated online in CALPADS or though one of following three files: Student Incident (SINC) file, Student Incident Results (SIRS) file, and Student Offense (SOFF) file. Technical staff should refer to the CALPADS File Specifications for a complete list of the data elements required for submission of each of these files.

Student Incident (SINC) File

Field Number	Data Element Public Name	Comment
18.13	Incident ID Local	- This is a unique identifier for an incident in a given academic year. - The identifier must be unique for the incident, within the school of attendance and academic year. - More than one student may be associated with an incident.
18.14	Incident Occurrence Date	- This element reflects the date that an incident occurred. - Incidents should be reported in the year that the incident occurred and **not** the year that an incident result (e.g. suspension) occurred.
18.15	Statutory Offense Indicator	- This element includes an indicator (Y/N) of whether or not the incident involved one or more students committing at least one reportable offense pursuant to Education Code 48900/48915. - If the indicator is "Y", then Student Offense (SOFF) and Student Incident Results (SIRS) must be submitted for the incident.

Field Number	Data Element Public Name	Comment
18.16	Student Instructional Support Indicator	● This element is required for incidents in which a statutory offense was committed. ● This is an indication of whether or not a student is receiving instructional support (e.g. homework) from the local educational agency during an Incident Result Action. A "Y" would indicate that the student is receiving instructional support; an "N" would indicate that the student is not receiving any instructional support (a total cessation of educational services). ● For students with disabilities (SWD), instructional support services include providing all services on the student's IEP during the duration of their suspension regardless of the number of days. The services may be provided in the home; however, providing homework does not meet the definition of instructional support for SWD.

18.17	Removal to Interim Alternative Setting Reason Code	● This element is required for incidents in which a statutory offense was committed by a student with disabilities (SWD) and is to be populated only if a student was removed to an interim alternative setting for 45 days or less.
		
		● Per federal requirements an Interim Alternative Setting is an appropriate setting determined by the child's IEP team or a hearing officer in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP.
		
		● This applies only to SWD and occurs infrequently.
		
		● As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.
		
		● If the student was removed to an interim alternative setting for 45 days or less for drug-, weapon-, or violence-related offenses, LEAs should indicate the reason for the student's removal:
		   o Removal by Hearing Officer
		   o Removal by School Personnel
		   o No Interim Removal

Student Incident Results (SIRS) File

Field Number	Data Element Public Name	Comment
19.13	Incident ID Local	• This is a unique identifier for an incident in a given academic year. • The identifier must be unique for the incident, within the school of attendance and academic year. • More than one student may be associated with an incident.
19.14	Incident Result Code	• This is a coded value representing the actions taken against the student for a specific incident. • The result of incidents in which a student was restrained or secluded would be a code indicating the type of restraint (physical or mechanical) or seclusion: • The result of incidents in which a student committed as offense would be a code indicating the disciplinary outcome (e.g. out-of-school suspension, in-school suspension, expulsion, other means of correction, school-related arrest, or law enforcement referral), or that there was no disciplinary action taken.
19.15	Incident Result Authority Code	• For SWD who commit an offense for which a disciplinary action is taken, the agency authorizing the disciplinary action must be reported.
19.16	Incident Result Duration Days	• This is length of time, in school days, that an Incident Result of in-house suspension, out-of-school suspension for a student for an incident lasted.
19.17	Incident Result Modification Code	• This is a coded value representing the Incident Result Modification, which is a code describing a modification to a disposition, such as shortening the term of the suspension or expulsion.

Student Offense (SOFF) File

Field Number	Data Element Public Name	Comment
20.13	Incident ID Local	• This is a unique identifier for an incident in a given academic year. • The identifier must be unique for the incident, within the school of attendance and academic year. • More than one student may be associated with an incident.

Field Number	Data Element Public Name	Comment
20.14	Student Offense Code	- A coded value representing the Student Offense. A student offense is a category describing the reason for which a student was suspended or expelled from a school. - If a student committed multiple offenses within an incident, a separate SOFF record should be sent for each offense committed during the incident.
20.15	Weapon Category Code	A coded value representing the Weapon Category, which is a category describing which type of firearm or other weapon was used in an incident occurring within the jurisdiction of a local educational agency.

What is the purpose of the Incident ID?

Each incident that results in: (1) the behavioral restraint or seclusion of a student; or (2) student(s) committing a statutory offense(s), must have a unique incident identifier. The incident identifier must be unique within a school or LEA for the academic year. The incident ID ties the data submitted on the three incident files, SINC, SIRS, and SOFF together. Each incident may have multiple students involved, and each student may commit multiple offenses during a single incident.

Incidents are reported for students enrolled in a school during an academic year. If an incident takes place between two adjoining schools, for example a middle school and a high school, involving students from both schools, each school should report an incident that includes the students enrolled at their respective schools.

What incident files are required for a student?

For each student involved in an incident, there should always be at least one incident record (SINC) and one results record (SIRS). There should be an offense record (SOFF) only for those students who committed an offense.

Students may have more than one SIRS record for one incident in order to fully capture the incident and the dispositions that result to address the incident. For example, a student may have committed a statutory offense, was physically restrained and then placed in an In-School Suspension. In this case, the student would have a SIRS record indicating that the student was physically restrained (Code 501), a SIRS record showing that the student committed a statutory offense and was suspended in-house (Code 110), and a SOFF record indicating the offense that was committed. Or a student may be arrested, suspended, and later expelled. In this case, the student would have a SIRS record indicating the student was arrested (Code 700), a SIRS record indicating the student was suspended (Code 100), and a SIRS record indicating that the student was subsequently expelled (Code 200).

Which offenses may result in a suspension or expulsion?

Students may be suspended or expelled only if they commit an offense found in *Education Code (EC)* sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and 48915. Therefore, when a student is suspended or expelled, the documentation should include the specific *EC* section offense that the student committed and for which he or she is being disciplined. Each CALPADS Student Offense Code definition includes the corresponding *EC* section offense. Note that there is some overlap in

48900 and 48915 offenses. This is because there are slightly different rules regarding whether an expulsion must be recommended, and the requirements for alternative placements for students who are expelled. The following sections highlight the differences between *EC* sections 48900 and 48915.

- *EC* Section 48900 lists all offenses for which students may be suspended or expelled. Specifically, *EC* Section 48900 states that a pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act defined in *EC* Section 48900 subdivisions (a) to (r), inclusive and (t), and 48900.7. Pupils, in grades 4–12 inclusive, may also be suspended or recommended for expulsion for committing offenses specified in *EC* sections 48900.2, 48900.3, and 48900.4.

- *EC* Section 48915 specifies which offenses require a recommendation of expulsion, and for students expelled for specified offenses, the requirements for where they are placed.

- *EC* sections 48915(a) and 48915(c) state that the principal or the superintendent *shall* recommend expulsion of specified offenses, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct. The offenses cited in *EC* Section 48915(a) and (c) are listed in the table below with the corresponding CALPADS code. Note: the 48915(a) and (c) offenses are similar to some of the 48900 offenses, but most have their own CALPADS code, except for 48915(a)(1)(D) which shares a code with 48900(e) and 48915(c)(4) which shares codes with 48900(n).

- *EC* Section 48915(b) specifies that upon recommendation by the principal or superintendent, or by a hearing officer or appointed administrative panel, the governing board may order a pupil expelled upon finding that the pupil committed specified *EC* 48900 offenses (listed in the table below), and a decision to expel the pupil is based on a finding of one or both of the following: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (2) due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. For pupils who are expelled, the governing board is required to refer the pupil to a program of study that meets the conditions specified in *EC* Section 48915(d), which prohibits the program from being located at a comprehensive elementary, middle, junior, or senior high school.

- *EC* Section 48915(e) specifies that upon recommendation by the principal or superintendent, or by a hearing officer or appointed administrative panel, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds, violated specified 48900 offenses (listed in table below), and a decision to expel the pupil is based on a finding of one or both of the following: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (2) due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. For pupils who are expelled, the governing board is required to refer the pupil to a program of study that meets the conditions specified in 48915(d), but that the program may be located at a comprehensive school site if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive school.

The following table displays all the *EC* Section offenses and the corresponding CALPADS student offense codes.

EC Section 48900 48915(a) or (c)	EC Section 48915(b) or (e)	CALPADS Offense Code	CALPADS Offense Code Name (Education Code violation)
48900(a)(1)	48915(b)	501	Caused, Attempted, or Threatened Physical Injury
48900(a)(2)	48915(b)	504	Used Force or Violence
48900(b)	48915(b)	101	Possession, Sale, Furnishing a Firearm, Knife, Explosive, or Other Dangerous Object
48900(c)	48915(b)	202	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant
48900(d)	48915(b)	203	Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants
48900(e)	48915(b)	600	Robbery or Extortion
48900(f)	48915(e)	512	Property Damage
48900(g)	48915(e)	601	Property Theft
48900(h)	48915(e)	300	Possession or Use of Tobacco Products
48900(i)	48915(e)	510	Obscene Acts, Profanity, and Vulgarity
48900 (j)	48915(e)	204	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia
48900(k)*	48915(e)	511	Disruption, Defiance
48900(l)	48915(e)	602	Received Stolen Property
48900(m)	48915(e)	102	Possession of an Imitation Firearm
48900(n)		400 401	Sexual Battery (Penal Code Section 243.4) Sexual Assault (Penal Code Section 261, 266c, 286, 288, 288a, or 289)
48900(o)		507	Harassment, Intimidation of a Witness
48900(p)		205	Offering, Arranging, or Negotiating Sale of Soma
48900(q)		509	Hazing
48900(r)		513	Bullying
28900(t)		502	Aided or Abetted Physical Injury
48900.2	48915(e)	403	Sexual Harassment
48900.3	48915(e)	505	Committed an act of Hate Violence
48900.4	48915(e)	506	Harassment or Intimidation
48900.7		508	Made Terrorist Threats
48915(a)(1)(A)	48915(b)	500	Caused Physical Injury
48915(a)(1)(B)	48915(b)	104	Possession of a Knife or Dangerous Object
48915(a)(1)(C)	48915(b)	201	Possession of Controlled Substance
48915(a)(1)(D)	48915(b) (48900(e))	600	Robbery or Extortion

EC Section 48900 48915(a) or (c)	EC Section 48915(b) or (e)	CALPADS Offense Code	CALPADS Offense Code Name (Education Code violation)
48915(a)(1)(E)	48915(b)	503	Committed Assault or Battery on a School Employee
48915(c)(1)		100	Possession, Sale, Furnishing a Firearm
48915(c)(2)		103	Brandishing a Knife
48915(c)(3)		200	Sale of Controlled Substance
48915(c)(4)	(48900(n))	400 401	Sexual Battery (Penal Code Section 243.4) Sexual Assault (Penal Code Section 261, 266c, 286, 288, 288a, or 289)

*See section on restricted use of this offense code.

Can students be suspended for "willful defiance" (48900(k))?

California *Education Code (EC)* Section 48900(k)(2) prohibits students enrolled in kindergarten or any grades one through three (K–3) from being suspended for "willful defiance" (student offense code 511 – disruption, defiance), except suspensions made under the authority provided by *EC* Section 48910(a), and prohibits students enrolled in kindergarten or any grades one through twelve (K–12) from being recommended for expulsion for willful defiance.

NOTE: Beginning July 1, 2020, *EC* Section 48900(k)(3)(4) and *EC* Section 48901.1 prohibit students, including students in charter schools, enrolled in K–5 from being suspended for "willful defiance," and prohibit students enrolled in K–12 from being recommended for expulsion for willful defiance. These *EC* sections further prohibit students enrolled in 6–8 from being suspended for willful defiance until July 1, 2025.

What are disciplinary actions?

Disciplinary actions include out-of-school suspension, in-house suspension, expulsion, other means of correction, no action, school-related arrest, law enforcement referral, not including school-related arrests.

What is a suspension?

Suspensions include: (1) suspensions from school by the principal or designee pursuant to *EC* sections 48911(a), 48900.2, 48900.4, and 48900.7; and (2) suspensions under the authority provided by *EC* Section 48910(a). Suspensions from school include both "home" suspensions and suspensions in a supervised classroom as defined in *EC* Section 48911.1.

As stated in *EC* Section 48925(d), suspensions do not include: (1) reassignment to another education program or class at the same school where the pupil will receive ongoing instruction for the length of day prescribed by the governing board for pupils of the same grade level; or (2) referral to a certificated employee designated by the principal to advise pupils; or (3) removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal's designee as provided in *EC* Section 48910. Note that these three items specified in *EC* Section 48925(d) are *not* "in-school suspensions." "In-school

suspensions" are when the principal or the principal's designee assigns a student to a "supervised suspension classroom" as defined in *EC* Section 48911.1.

What is an expulsion?

Expelled students are exited from their school, and EC Section 48915(d)(f) requires LEAs to refer students who are expelled pursuant to *EC* Section 48915(b)(c)(e), to a program of study that meets conditions specified under *EC* Section 48915(d).

What are "other means of correction"?

Per *EC* Section 48900.5, "Other means of correction" include, but are not limited to the following:

1. A conference between school personnel, the pupil's parent or guardian, and the pupil.

2. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

3. Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.

4. Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a [Section504] plan.

5. Enrollment in a program for teaching prosocial behavior or anger management.

6. Participation in a restorative justice program.

7. A positive behavior support approach with tiered interventions that occur during the school day on campus.

8. After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

9. Any of the alternatives described in Section 48900.6 [relating to "community service"].

It should be noted that incidents that result in "other means of correction" are not included in the Suspension Rate posted on DataQuest or used for the California School Dashboard. In fact, reporting "other means of correction" shows that a school is following legislative intent by implementing alternatives to suspension so that students do not miss instructional time.

Which incidents must be reported?

- LEAs are required to submit the following for all students:

- All incidents that result in the behavioral restraint or seclusion of a student as required by California *Education Code* sections 49005-19006.4.

- All incidents in which a student commits a statutory offense, regardless of whether the incident results in a disciplinary action of suspension or expulsion.

- The incident result for all incidents (type of behavioral restraint or seclusion, and type of disciplinary action, or that no disciplinary action was taken).

- The incidents that occur at Nonpublic, Nonsectarian School (NPS).

- All disciplinary actions for each student involved in a given incident, in the academic year in which the incident occurred and not necessarily the academic year in which the disciplinary action was carried out.

- The duration of disciplinary actions of suspension and expulsion for all students should be reported in increments of less than one day or more.

- The duration for the disciplinary action of expulsion includes the number of instructional days the student missed due to the expulsion, which would be the number of instructional days from when the student is exited due to the expulsion to when the student is enrolled in a subsequent school, or the end of the school year, whichever comes first. NOTE: *EC* Section 48915(d)(f) requires LEAs to refer students who are expelled pursuant to *EC* Section 48915(b)(c)(e) to a program of study that meets conditions specified under *EC* Section 48915(d). Therefore, LEAs should track whether expelled students actually enroll in the schools to which they were referred.

Are LEAs required to report modified expulsions?

LEAs should report any expulsion, even if the enforcement of that expulsion was suspended or shortened. If a given student ultimately violates the terms of a behavior contract and the student is expelled, then the LEA should report the expulsion without the expulsion modifications.

The Administrator Recommendation of Expulsion Matrix (located on the CDE website at: https://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp) is designed to help administrators decide when the expulsion of a student should be deemed mandatory, should be expected, or should be at the administrator's discretion.

How do LEAs report offenses committed by students enrolled in a summer school program?

LEAs should also submit any offenses committed by students enrolled in a summer school program, even if that school is not the school where the student is primarily enrolled during the regular school year. The LEA should create a secondary enrollment for the student and submit the disciplinary incident to CALPADS.

What are best practices for maintaining student incident data in CALPADS?

These data should be maintained in LEAs' local student information systems (SIS) throughout the year as incidents occur.

For LEAs that submit data in batch, although the data can be submitted to CALPADS throughout the year, because the student incident files are processed as "full replacement" files in CALPADS (i.e., CALPADS replaces all data for a given school with each batch posting), LEAs should continually maintain data is their own SIS, but should submit the data to CALPADS once the EOY submission window opens. After submitting the data, LEAs should review the certification reports. If necessary, LEAs may amend their data and resubmit data for the whole LEA or a particular school.

For LEAs that submit data online, a best practice would be to update CALPADS online as incidents occur, to reduce data input workload at the end of the year. During the EOY submission window, LEAs should review the certification reports, and then amend their data online, if necessary.

LEAs are reminded that the student incident files are processed as "full replacement" files. All incident data in CALPADS are replaced (by school year and school) if another file is posted. Therefore, if an LEA has submitted data online and then sends up a batch file, the batch submission will replace the previous data submitted online.

How were these data previously collected, and how has the collection changed?

These data were previously collected in the aggregate on the Consolidated Application (ConApp), Part II, to meet federal reporting requirements. These data were first collected at the student level in CALPADS in the 2011–12 school year through one file called the Student Discipline (SDIS) file. In 2015–16, the collection of discipline data for students with disabilities that were previously collected in the California Special Education Management Information System (CASEMIS) was transitioned to CALPADS. In 2019–20, the SDIS file was retired and replaced with the student incident files (SINC, SIRS, SOFF) in order to collect incidents in which student were restrained or secluded as required by legislation.

How are student incident data used?

These data were primarily collected to meet federal reporting requirements and for state public reporting. Since 2017, the data has been used to develop the Suspension Rate Indicator, one of the accountability measures that is part of the California School Dashboard.

How are student incident data used for federal reporting?

To meet federal reporting under the Gun-Free School and Communities Act, these data are used to report:

- Unduplicated counts of students involved in an incident involving a firearm.

- Count of expelled students and whether they received educational services during an expulsion.

- Data to determine whether a school is "persistently dangerous."

To meet federal reporting and monitoring requirements under the Individual with Disabilities Education Act (IDEA), these data are used to report:

- Count of students with disabilities (SWD) ages 3–21 who were removed to an interim alternative educational setting.

- Count of SWD ages 3–21 who were unilaterally removed by school personnel (not IEP team) from their current educational placement to an interim alternative educational setting due to offenses related to drug, weapon, or serious bodily injury.

- Count of SWD ages 3–21 who are suspended or expelled, and the duration of the disciplinary action.

- Unduplicated count of SWD ages 3–21 who were subject to any kind of disciplinary removal during the school year.

- Number of times SWD ages 3–21 were subject to any kind of disciplinary removal.

How are student incident data used for state reporting?

The CDE uses these data to provide public reporting on DataQuest and to develop the Suspension Rate indicator on the California School Dashboard.

The CDE is in the process of modifying CALPADS reports that LEAs certify as part of their End-of-Year (EOY) 3 submission, to reflect to the extent possible, how the data are posted on DataQuest. The CDE provides a private preview of the Suspension Rate indicator prior to the annual December release of the Dashboard.

Where can more information be found?

Below are some resources that LEAs may find useful:

For information about:	Refer to:
How to decide when expulsion of a student is deemed mandatory, expected, or at the administrator's discretion	The CDE *Administrator Recommendation of Expulsion Matrix* web page: https://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp
Persistently Dangerous Schools	The CDE *Persistently Dangerous Schools* web page: https://www.cde.ca.gov/ls/ss/se/uscoattch2.asp
Posted discipline data on DataQuest	DataQuest: https://dq.cde.ca.gov/dataquest/
The U.S. Department of Education Consolidated State Performance Report	The U.S. Department of Education *Consolidated State Performance Reports* web page: https://www2.ed.gov/admins/lead/account/consolidated/index.html

2.1.5. **Student Waivers (Removed)**

2.1.6. **Student Absence Summary (STAS)**

The student absence summary data submitted through the Student Absence Summary (STAS) file, includes aggregate counts of the number of days a student was expected to attend, the number of days the student attended, and the number of days the student was absent (reported in various categories). These data are used to calculate an absenteeism rate.

The information is required to satisfy federal requirements under the Every Student Succeeds Act (ESSA) and to calculate the Suspension Rate performance indicator for the California School Dashboard as required by the Local Control Funding Formula (LCFF) statute.

What data must program staff provide?

This collection leverages the daily attendance data that LEAs already collect to calculate their average daily attendance (ADA) used for funding purposes. Therefore, LEAs have already been collecting the data needed to meet the reporting requirements, as the same definitions and rules are

used for determining daily attendance for all attendance accounting systems (seat time, coursework) except when attendance is based on hourly attendance, primarily used by Continuation Schools. (See "Methods for Calculating Days Attended and Absent" cited further in this document.) LEAs should ensure attendance is collected and submitted to their student information systems, or other systems, consistently across their school sites.

The attendance data, however, will need to be aggregated differently when submitted to CALPADS in order to meet the data submission requirements. Therefore, it is critical that LEAs work with their student information system (SIS) vendors to ensure the data is being submitted correctly to CALPADS. LEAs that do not have a SIS vendor should ensure that they are submitting data for each data element as defined.

To ensure that the required data have been submitted to CALPADS correctly, LEAs should work with their student information system (SIS) vendors to ensure that STAS extracts reflect the CALPADS business rules. LEAs should have school site program/attendance staff review the CALPADS report 14.1 – *Student Absenteeism – Count* to identify whether the counts appear reasonable and consistent with their schools' attendance patterns.

Is ADA reporting still required?

YES. The data collected through CALPADS in the STAS file will not replace ADA data (that is already) submitted to the CDE for purposes of funding the LCFF or other programs funded based on ADA.

Is student absence summary data required for all students?

LEAs can indicate a student is exempt from having student absence summary data submitted when attendance is not collected for that student, by populating the Student Absence Summary Data Collection Exemption Indicator.

The following list are scenarios in which a student may be exempt from the student absence summary data collection:

- The student is enrolled in a Non-Public School (NPS).

- The student receives instruction through a home or hospital instructional setting as authorized by *Education Code* sections 48206.3–48208.

- The student has a primary enrollment at the LEA but is attending community college full-time.

- The student is enrolled in the LEA for a single day for purposes of reporting a summer graduate.

What are the student absenteeism data elements?

The table below represents the student-related data elements associated with the student absence summary data which may be submitted or updated online in CALPADS or through the Student Absence Summary (STAS) file. Technical staff should refer to the CALPADS File Specifications for a complete list of the data elements required for submission of the STAS file.

Field Number	Data Element Public Name	Definition	Comment
13.13	Student Absence Summary Data Collection Exemption Indicator	An indicator of whether or not the student is exempt from the CALPADS absence summary data collection because attendance is not collected for that student.	If a student is enrolled in an exempt program for less than a majority of the school year, report the attendance summary data for the days the student was not enrolled in the exempt program.
13.14	Hourly Attendance School Type Indicator	An indicator of whether the student is attending a school for which the daily attendance calculation for all students is based on hourly attendance (e.g., continuation schools).	This enables more appropriate school to school comparison of attendance summary data.
13.15	Expected Attendance Days	Total number of days the student was scheduled to attend during the Academic Year from the student's Enrollment Start Date to the Enrollment Exit Date. Expected attendance days are the number of days a student was scheduled to attend, whether or not he or she was actually in attendance based on the Enrollment Start and End date. For hourly programs, (e.g., continuation) expected attendance days must include all of the school days a student was scheduled to attend in the hourly program. This may be less than five days in a typical five-day week.	N/A
13.16	Days Attended	Total number of days the student attended the school of attendance. A day attended is defined as any day a student attended for all or part of a school day.	This does not include days a student is not in the regular classroom for the entire day due to an out-of-school or incomplete independent study days because these are collected in separate data elements.
13.17	Days Absent Out-of-School Suspension	Total number of days the student was absent from the regular classroom for the entire school day due to an out-of-school suspension pursuant to *EC* 48911.	No Student should be suspended out of school without violating any of the offences set forth in *Education Code* sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.

Field Number	Data Element Public Name	Definition	Comment
13.18	Days in Attendance In-School Suspension	Total number of days the student was in attendance but absent from the regular classroom **for the entire school day** due to either an in-school suspension pursuant to *EC* 48911.1, or a teacher suspension from a classroom pursuant to *EC* 48910(c) or a combination of both.	No Student should be suspended in-school without violating any of the offences set forth in *Education Code* sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.
13.19	Days Absent Excused *Non-Suspension*	Total number of days the student was absent for the entire school day with a valid excuse, per *Education Code* sections 48260(c).	This does not include an absence due to an out-of-school or in-school suspension because these are collected in separate data elements.
13.20	Days Absent Unexcused *Non-Suspension*	Total number of days the student was absent for the entire school day without a valid excuse.	This does not include students who are absent due to an out-of-school suspension or who attended in-school suspension because these are collected in separate data elements.
13.21	Incomplete Independent Study Days	Total number of days the student did not satisfy statutory and regulatory requirements necessary to earn attendance credit.	This is to be used for independent study students instead of the "days absent from a regular classroom" fields

What are the methods for calculating days attended and absent?

LEAs may report attendance for a student that is calculated using more than one of the following three methods depending on how instruction is structured and attendance is collected for the student:

1. **Daily Attendance:** The daily attendance method is used to report attendance for students in the majority of schools. LEAs should use the same rules that are currently used to determine a day of attendance for ADA purposes.

2. **Coursework Completed**: The coursework completed method is used primarily for students on full-time independent study. LEAs should translate coursework completed into days attended per the rules used to determine daily attendance for ADA funding purposes; however, the "days" absent should be populated in the "Incomplete Independent Study" field. NOTE the following:

   - LEAs should populate the *Days Attended* and *Incomplete Independent Study Days* fields for these students, and not the other fields (*out-of-school suspension, in-school suspension, days absent excused,* and *days absent unexcused*).

   - LEAs are not required to use this method for students on short-term independent study or single independent study courses.

3. **Hourly Attendance**: The hourly attendance method is primarily used by alternative schools, such as Continuation Schools. LEAs should translate hourly attendance/absence into days – as described in the following table

NOTE: In the table below, the "underlines" in the rows in the "Translating Hours into Days" column actually represent symbols for division; rows 2–6 in the table below represent explanations involving division and multiplication:

Data Element	Translating Hours into Days
Expected Attendance Days	The number of days the student is expected to attend, which may be less than five days in a typical five-day week.
Days Attended	$\dfrac{\text{Hours present (attended)*}}{\text{Hours scheduled to attend**}}$ x Days Expected to Attend
Days Absent Out-of-School Suspension	$\dfrac{\text{Hours absent due to out of school suspension}}{\text{Hours scheduled to attend**}}$ x Days Expected to Attend
Days Attended In-school Suspension	$\dfrac{\text{Hours attended in In-school suspension}}{\text{Hours scheduled to attend**}}$ x Days Expected to Attend
Days Absent Excused *Non-Suspension*	$\dfrac{\text{Hours absent excused (non- suspension)}}{\text{Hours scheduled to attend**}}$ x Days Expected to Attend
Days Absent Unexcused *Non-Suspension*	$\dfrac{\text{Hours absent unexcused (non-suspension)}}{\text{Hours scheduled to attend**}}$ x Days Expected to Attend

For "Hours present (attended)" used in the numerator, include the total hours in actual attendance. Note: the hours entered for the purpose of determining chronic absenteeism are based on actual hours attended and may exceed those used to determine attendance for the purpose of funding.

**For "Hours scheduled to attend" used in the denominator, LEAs should use the total hours the student is scheduled to attend. Note: the hours entered for this purpose of determining chronic absenteeism may differ from those used to determine attendance for the purpose of ADA funding.

What are best practices for submitting student absence summary data?

These data should be maintained in LEAs' local student information systems (SIS) throughout the year. The data must be submitted to CALPADS once a year during the collection window time frame.

During the EOY submission window, after submitting the data, LEAs should review the certification reports. If necessary, LEAs may amend their data and resubmit data for the whole LEA or for a particular school.

For LEAs who do not have a student information system, a best practice would be to continually maintain attendance data locally throughout the year, and then submit the data in batch using the Excel template. After submitting the data, LEAs should review the certification reports. If necessary, LEAs may amend their data and resubmit for the whole LEA or for a particular school.

How are these data used by the state?

These data are used to satisfy federal requirements under the Every Student Succeeds Act (ESSA) and to calculate the Chronic Absenteeism statewide performance indicator on the California School Dashboard as required by the LCFF statute.

How might LEAs use the student summary absence data?

LEAs certify Report 14.1, *Student Absenteeism - Count*, which displays the number of students falling in each of four absenteeism rate categories:

- 5 percent or less

- Greater than 5 percent but less than 10 percent

- 10 percent or greater but less than 20 percent

- 20 percent or greater

Per the federal definition, students who are absent 10 percent or more of the scheduled days are considered "chronically absent."

School sites may want to use this report to identify the students who are chronically absent in order to reach out to those students to address any issues. From the summary report 14.1 *Student Absenteeism – Count*, LEAs may drill to *Report 14.2, Student Absenteeism – Student List* to see the individual students that fall into each category. For example, LEAs can identify students with absenteeism rates of 10 percent or more and provide appropriate interventions. CALPADS, however, is not structured to be an early warning system that identifies on a daily basis, potential attendance problems for individual students. LEAs should use functionality provided within their student information systems, or utilize other products to meet this need.

Note: The Chronic Absenteeism Indicator on the California School Dashboard does not include students enrolled at a school for 30 days or less. Therefore, not all students identified on Report 14.1 – *Student Absenteeism – Count*, as chronically absent will be considered chronically absent for accountability purposes. Report 14.1 does include a filter which enables LEAs to identify the students who were chronically absent but who will not be included in the chronic absenteeism indicator because they were enrolled at the school for 30 days or less.

How might LEAs use the student absence summary data for students transferring from other districts?

LEAs may be able to view the student absence information from a previous school for a newly transferring student through the CALPADS User Interface. This information may be useful in identifying students as at risk for missing instruction at the school they are transferring to.

2.1.7.   Students With Disabilities (SED, SSRV)

Under the federal Individuals with Disabilities Education Act (IDEA), for each individual (ages 0 through 21) who is evaluated and found eligible for special education services, and whose parents

accept an offer of a free and appropriate education (FAPE), LEAs are required to provide an individualized plan that includes the educational and supplemental services the individual is to receive. Eligible individuals receive one of the following plan types:

- Individualized Family Service Plan (IFSP) – for infants/toddlers, birth to age 3 receiving services.

- Individualized Education Plan (IEP) – for preschool students ages 3 to 5 years old or students attending a public school, ages 6 through 21 (inclusive).

- Individualized Service Plan (ISP) – for students attending a private school receiving services from a County Office of Education (COE) or district.

Local educational agencies (LEAs) are required to submit data for these individuals, referred to as "students with disabilities" (SWD), to the CDE. The CDE uses these data to meet federal reporting requirements and to monitor LEAs to ensure SWD are receiving FAPE.

LEAs submit these data to the CDE in CALPADS, through the Special Education Program (SPED) file and the Student Services (SSRV) file. The data reported in these files are generally collected and maintained locally in special education data systems (SEDS).

Data for SWD are also collected through the student incident files (SINC, SIRS, SOFF), the Postsecondary Status file (PSTS), and the Student Test Setting file (STSE), which are discussed in other sections of this guide. These files are used to submit data for SWD and general education students, and the data for SWD may be maintained in the SEDS or the LEA's student information system (SIS).

How are special education data maintained by LEAs?

Over the years, electronic IEP systems were developed to assist LEAs in maintaining the IEPs, IFSPs, and ISPs for individual students. These "electronic IEP systems" have evolved into special education data system (SEDS) to support not only the maintenance of individual plans, but to facilitate the reporting of data to the CDE for the purposes of federal reporting and monitoring. The SEDS is generally viewed to be the LEA's authoritative source for special education data.

Have special education data always been submitted to CDE through CALPADS?

Prior to July 2019, LEAs submitted a limited number of SWD-related data elements to CALPADS. LEAs submitted whether a student was participating in a special education program by submitting a Student Program (SPRG) record to CALPADS with a code of 144 – *Special Education*. LEAs also submitted on the SPRG, students' primary disability, and their District of Special Education Accountability. In anticipation of the collection of all special education data on the SPED and SSRV files beginning in the fall of 2019, program code 144 – *Special Education* was retired on June 30, 2019, and the fields for primary disability and District of Special Education Accountability were removed from the SPRG.

Up through June 30, 2019, individual-level data for SWD that the CDE used for federal IDEA reporting and monitoring were collected through the California Special Education Management Information System (CASEMIS), (except for data related to discipline). LEAs submitted data to CASEMIS through their Special Education Local Plan Area (SELPA). As required by the state law, the SELPA reviewed the data of the LEAs in their plan area, and then submitted the data to the CDE.

CASEMIS was retired following the collection of data in the 2018–19 school year, and the collection of special education data were transitioned to CALPADS.

How are special education data submitted to CALPADS?

The submission of special education data to CALPADS differs from how other data are submitted to CALPADS. All other data (e.g., student enrollment, student information, staff assignments, staff demographics) are submitted to CALPADS through batch files extracted from an LEA's student information system (SIS) and/or online through CALPADS user interface screens. LEAs view errors within CALPADS, resolve the errors in their SIS, and then upload new files to CALPADS. To take advantage of newer technologies, special education data are submitted directly from the LEA's special education data system (SEDS) to CALPADS through an Application Programming Interface (API). Any input validation errors are returned and viewable to the LEA in their SEDS, where the errors can be resolved and the corrected data resubmitted to CALPADS through the API. LEAs cannot load or update special education data online, but it can be viewed online. LEAs and SELPAs must log on to CALPADS to view certification validation errors and view/approve certification reports. SELPAS are able to review and approve reports only for the LEAs in their plan area.

Are all data for SWD submitted from the special education data system to CALPADS?

No. All enrollment and exit, student demographic, non-special education program eligibility and participation, English Language Acquisition Status (ELAS), incident (restraint/seclusion and discipline), chronic absenteeism, course enrollment and completion, and career technical education data are maintained and submitted to CALPADS from the LEA's student information system (SIS). Only special education related data are submitted to CALPADS from the SEDS. SPED and SSRV files must be submitted from the SEDS to CALPADS through the API. Postsecondary Status (PSTS) records and Student Test Settings (STSE) records may be submitted for students with disabilities from the SEDS or SIS.

Since data for SWD are submitted to CALPADS from two different local systems, it is critical that LEAs ensure that the data in their SIS and SEDS are in sync because CALPADS requires an enrollment record submitted from LEAs' SIS before it will accept a SPED record from LEAs' SEDS. Therefore, it is critical that LEAs ensure their local systems are in sync through an automated integration tool or business processes that result in the alignment of these data. LEAs can use the Discrepancy Extract to identify records that do not align.

Other data that are maintained in both the SIS and SEDS and which may not match include demographic data. CDE considers the demographic data submitted to CALPADS from LEAs' SIS through the SENR and SINF files to be the authoritative source for this data. Therefore, the demographic data submitted to CALPADS on the SENR and SINF are reflected in all CALPADS special education reports.

What if the demographic data for a student are different in the student information system and the special education data system?

LEAs should strive for quality data by ensuring the data in their local systems match. In particular, if SWD are not displaying in the correct race/ethnicity on the CALPADS reports, LEAs should update the demographic data in their SIS and then update the data in CALPADS. Accurate race/ethnicity data is important because one of the federal monitoring priorities is to ensure there is not a disproportionate representation of racial and ethnic groups in special education, to the extent the representation is the result of inappropriate identification.

To assist LEAs in maintaining quality data, LEAs are required to submit students' gender and students' race/ethnicity in the SPED file; CALPADS then provides LEAs with a discrepancy extract that displays the gender and race/ethnicity for SWDs that are reported to CALPADS through the SEDS and SIS. If the data are discrepant, the LEA should determine which data are correct and then update their local system(s) appropriately.

How do charter schools submit special education data?

LEAs' authorized charter schools must submit data for SWD and general education students in the same way, either directly to CALPADS as an independently reporting charter (IRC) or through their authorizing LEA. Previously, some charter schools submitted their CALPADS data directly as IRCs and data for their SWD through their authorizing LEA or vice versa. Beginning September 2019, the data for both populations must be submitted the same way, either directly to CALPADS or through the authorizing LEA.

It is critical that charter schools submit their data for SWD and general education students consistently because local educational agencies (LEAs) and charters with inconsistent submissions will receive fatal errors from the CALPADS system and will be unable to certify their CALPADS Fall 1 and End-of-Year 4 submissions. Specifically, LEAs will receive the following errors:

- SPED0002 – Invalid Reporting School – This compares the school of attendance in the file and the reporting LEA. For independently reporting charters, the reporting LEA would be the charter itself.

- SPED0443 – Invalid SELPA for Reporting LEA – This compares the reporting LEA to the SELPA code. For independently reporting charters, the reporting LEA would be the charter itself.

Charter schools that are members of a SELPA will be required to submit their own data to CALPADS and their SELPA will need to approve that data for final certification. Charters that are independently reporting but are not members of a SELPA will also need approval by the SELPA in which their authorizing LEA is a member.

Who must be reported?

The special education data submitted to CALPADS are used to meet federal Individuals with Disabilities Education Act (IDEA) reporting and monitoring requirements. Since IDEA covers infants and toddlers, as well as students attending private schools, LEAs must acquire Statewide Student Identifiers (SSIDs) and submit data for some students who are *not* attending a K-12 public school. Specifically, LEAs are required to obtain SSIDs for all Pre-K–12 individuals who have been referred to a district or county office of education (COE) for initial evaluation for special education services and for whom parental consent has been obtained to conduct the initial evaluation. This means that LEAs must obtain SSIDs for all children for whom the parent has consented to an evaluation, regardless if the child is found to be eligible for services. This includes:

- Infants and toddlers referred to COEs and districts.

- Preschool-age students referred to COEs or districts.

- School-age students referred that are attending K–12 public schools.

- School-age students referred that are attending private schools.

Who needs a SSID?

Beginning in the 2019–20 academic year, an SSID must be obtained for all individuals once parental consent is obtained for the individual to be evaluated for special education program eligibility, regardless of whether or not they are later found eligible for services or attend a specific school within the reporting LEA.

For students who are being evaluated for services but who are not currently enrolled in a school at the LEA, the enrollment start date should reflect the parental consent date.

How should students with disabilities be enrolled CALPADS?

The following table summarizes for SWD in each grade level, the enrollment status that should be used, and which files at a minimum (Student Enrollment [SENR], Student Information [SINF], Student Program [SPRG], Student English Language Acquisition [SELA]) must first be submitted to CALPADS before submitting a Special Education (SPED) file:

Grade Level	Enrollment Status	SENR	SINF	SPRG	SELA
Infants and Toddlers (IN, TD)	Non-ADA (50)	Yes	Yes* *Birth Country and Parent Highest Education level NOT required	No	No
Prekindergarten (PS)	Primary (10)	Yes	Yes	Yes* *Most notably, homeless, migrant, free and reduced-price meals	No
K–12 Attending Public School	Primary (10)	Yes	Yes	Yes	Yes
K–12 Attending Private School, Receiving Services	Non-ADA (50) Use Private School Group Code 000000002	Yes	Yes* *Birth country, Parent Highest Education Level NOT required	No	No

It is important that LEAs first enroll SWD in their local student information system (SIS) with a Start Date that is the Parent Consent date. Once SWD are enrolled in the SIS and their enrollment (SENR) and accompanying student profile data (SINF, SPRG, SELA as specified in the table above) have been uploaded from the SIS to CALPADS, LEAs may then submit a SPED file from their special education data system (SEDS) through the Application Programming Interface (API) to CALPADS.

Which LEA is required to report SWD data for a student and which LEA is held accountable for that student?

Since SWD may attend school in one LEA and receive services from another LEA or COE, it is sometimes unclear which LEA is required to report special education data. It is critical to determine which LEA is the "Reporting LEA" responsible for reporting special education data to CALPADS. The Reporting LEA is where the student "attends school" or *receives the majority of their instruction.* The Reporting LEA has historically been referred to as the "District of Service." However, this term causes confusion because if an LEA or COE is only providing services to a SWD and is not providing a majority of the student's instruction, that LEA or COE *does not* report any data for that student to CALPADS. Therefore, we are moving away from using the term "District of Service."

For accountability purposes, generally the Reporting LEA and the District of Special Education Accountability (DSEA) are the same, and generally the DSEA and the District of Geographic Residence are the same. However, these generalizations do not always hold true. The Reporting LEA may not be the DSEA, which is the LEA ultimately responsible for the student and is held accountable for the student on the California School Dashboard (Dashboard). (The specific DSEA definition is provided in the next section.)

The following table provides the most common scenarios for determining which LEA is responsible for reporting SWD data, and which LEA will be held accountable on the Dashboard. A comprehensive list of scenarios can be found on the CDE *Reporting Data for Students with Disabilities* web page here: https://www.cde.ca.gov/ds/sp/cl/swdreporting.asp.

Scenario	If the student resides in:	And the student is attending a school in:	And the student receives special education services from:	Then the LEA that reports data for the SWD is:	And the District of Special Education Accountability is:
1	District A	District A	District A	District A	District A
2	District A	District A	District B	District A	District A
3	District A	District B per the IEP	District B	District B	District A
4	District A	District B per an inter-district transfer agreement	District B	District B	District B

NOTE: The *school* where a SWD attends will always be held accountable for that student; that is, the student's data for all the accountability metrics on the Dashboard will be included in calculating the school's indicator. However, if the school's *district* is the Reporting LEA, but is *not* the DSEA, the student's assessment data will be included in the DSEA's *academic* accountability metrics on the Dashboard, and will not be included in the academic accountability metrics of the Reporting LEA. Beginning in 2019–20 (2020 Dashboard), the SWD's data will be included in *all* the DSEA's accountability metrics on the Dashboard.

How is the District of Special Education Accountability defined?

The District of Special Education Accountability (DSEA) for a student with an Individualized Education Program (IEP) is defined to be either of the following:

- The DSEA is the District of Geographic Residence, if any of the following conditions apply:

  o The student's parents or guardians reside in the same district in which the student is receiving special education instruction.

  o The student is placed outside of their District of Geographic Residence through the IEP process.

  OR:

- The DSEA is a district OTHER THAN the District of Geographic Residence, if any of the following conditions apply:

  o The student has a formal inter-district transfer agreement under Education Code 63600. In this case, the DSEA is the county/district code of the district to which the student has transferred.

  o The student attends a charter school. In this case, the DSEA is the county/district code of the charter authorizer, or the school code of the charter school if the charter school is direct-funded.

  o The student is a ward of the court and housed in a juvenile court, court/community school, or licensed children's institution. In this case the DSEA is the county/district code of the district or COE serving the student while the student is incarcerated.

  o The student is a ward of the court and housed in an adult correctional facility (e.g., a county jail). In this case the DSEA is the county/district code of the district that was last responsible for the student's IEP.

How should a SWD enrollment be exited from CALPADS?

Once an LEA acquires a SSID after parental consent, an initial enrollment record is created in CALPADS for a SWD. For a SWD with an enrollment record in CALPADS:

If the student is…	And Education Plan Type is determined to be…	Then the enrollment record (SENR) should be….*	And the Special Education Program Exit Date (SPED) should be…
Not actually attending a school within the LEA	100 – *IEP* 150 – *IFSP* 200 – *ISP*	Left open	Left blank

If the student is…	And Education Plan Type is determined to be…	Then the enrollment record (SENR) should be….*	And the Special Education Program Exit Date (SPED) should be…
Not actually attending a school within the LEA	700 – *Eligible - No Education Plan (Parent Declined FAPE - Private Placement)*	Exited one day before the Enrollment Start Date with an N470 – *No Show* exit reason code	Left blank since the student never received services
Not actually attending a school within the LEA	800 – *Eligible - No Education Plan (Other Reasons)*	Exited one day before the Enrollment Start Date with an N470 – *No Show* exit reason code	Left blank since the student never received services
Not actually attending school within the LEA	300 – *Pending* Pending evaluation on Census Day or June 30	Left open	Left blank
Not actually attending a school within the LEA	900 – *Not Eligible*	Exited one day before the Enrollment Start Date with an N470 – *No Show* exit reason code	Left blank since the student never received services
Enrolled within a school within the LEA	100 – *IEP* 150 – *IFSP* 200 – *ISP*	Left open	Left blank
Enrolled within a school within the LEA	700 – *Eligible - No Education Plan (Parent Declined FAPE - Private Placement)*	Left open	Left blank since the student never received services
Enrolled within a school within the LEA	800 – *Eligible - No Education Plan (Other Reasons)*	Left open	Left blank since the student never received services
Enrolled within a school within the LEA	300 – Pending Pending evaluation on Census Day or June 30	Left open	Left blank
Enrolled within a school within the LEA	900 – Not Eligible	Left open	Left blank since the student never received services

*This assumes the student has not transferred to another LEA or physically moved and now lives within the geographic boundaries of another LEA.

What are some of the basic requirements LEAs are responsible for under IDEA?

LEAs are responsible to identify students within its boundaries who might need supports and services to achieve education benefit. This is referred to as "child find."

Upon identifying a student or upon a request for an initial evaluation to determine if a child is a child with a disability, an initial evaluation must be conducted within 60 days of receiving parental consent for the evaluation.

For those individuals who are found to be eligible for services, and whose parents accept an offer of a Free and Appropriate Public Education (FAPE), LEAs are required:

- To develop a plan that includes goals and provides FAPE in the least restrictive environment (LRE).

- For students 16 years old and greater, to include in the plan, postsecondary goals and services to meet those goals.

- To amend the plan during the year as needed.

- To conduct another initial evaluation (Part B Initial Evaluation) for infants/toddlers already identified eligible for services, before they turn three to determine continued eligibility for services.

- To meet annually to review the plan to determine if goals are being met.

- To meet triennially to review whether the individual continues to be eligible for special education services.

The tables below summarize the meeting types required for different plan types:

Required Meeting Types for Given Referred Students

Referred students ages…	With an…	Require the following meeting type…	In order to…
3 to 22	n/a	10 – Part B Initial Evaluation	Determine eligibility for services
Birth to 3	n/a	15 – Part C Initial Evaluation	Determine eligibility for services
3 to 22	Initial evaluation that is pending on the Report Date (Census Day or as of June 30)	30 – Pending	n/a

Required Meeting Types for Given Students on a Plan

Students ages…	With an…	Require the following meeting type…	In order to…
Birth to 22	IFSP, IEP, ISP	20 – Annual	Review plans annually to see if goals are being met
3 to 22	IEP, ISP	40 – Triennial	Determine continued eligibility in special education every three years

What are the special education reporting requirements?

Special education reporting and monitoring are governed by both state and federal law. LEAs should refer to the law. The primary state and federal law related to reporting and monitoring include

- California *Education Code* sections 56600- 56606.

- Federal Individuals with Disabilities Education Act (IDEA) – U.S.Code, Title 20. Education, Chapter 33. Education of Individuals with Disabilities.

For federal reporting, as part of the CALPADS Fall 1 submission, LEAs and SELPAs certify Census Day (first Wednesday in October) counts of students by primary disability and special education plan type (IFSP, IEP, ISP), and the special education services offered by primary disability. LEAs and SELPAs approve these reports:

- 16.1 – Students with Disabilities – Education Plan by Primary Disability Count

- 16.2 – Students with Disabilities – Disability by Federal Setting – Count

- 16.5 – Students with Disabilities – Student Services (beginning in Fall 2020–21)

As part of the new CALPADS End-of-Year (EOY) 4 submission, LEAs and SELPAs approve cumulative counts of students by primary disability and special education plan type, and special education services offered by primary disability. LEAs and SELPAs also approve data related to SWD's postsecondary status and what they are doing one year after exiting secondary education. LEAs and SELPAs certify these reports: (Note: additional reports are yet to be determined.)

- 16.1 – Students with Disabilities – Education Plan by Primary Disability Count

- 16.2 – Students with Disabilities – Disability by Federal Setting – Count

- 16.5 – Students with Disabilities – Student Services

- 17.1 – Postsecondary Status – Count

LEAs and SELPAs also certify incident data (restraint/seclusion and discipline) for SWD that are submitted to CALPADS through the incident files in EOY 3. LEAs and SELPAs approve these reports:

- 7.7 – Discipline Removals for Students with Disabilities – Count

- 7.8 – Unilateral Removals for Students with Disabilities – Count

Once a submission is approved by both the LEA and SELPA, the submission is considered "certified."

It should also be noted that students' special education status is used to disaggregate various information into the SWD student group for many other CALPADS reports, and to determine the student groups on DataQuest and the California School Dashboard.

What are the special education monitoring requirements?

Federal monitoring requirements are specified in U.S. Code 1416. Monitoring, technical assistance, and enforcement. The monitoring priorities specified in (a)(3) include:

A. *Provision of a free appropriate public education in the least restrict environment.*

B. *State exercise of general supervisory authority, including child find, effective monitoring, the use of resolution sessions, mediation, voluntary arbitration, and a system of transition services as defined in section 1401(34) and 1437(a)(9) of this title.*

C. *Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.*

The data collected help the state monitor whether LEAs are following required procedures that seek to ensure individuals are identified for services and receive services if found to be eligible.

To facilitate monitoring, LEAs report for SWD the type of plan they have (IFSP, IEP, ISP), the type of meetings held (initial evaluation, annual, pending, triennial), the date meetings were held, and amendments to the plan (e.g. changes to the special education program setting, location, duration) that occur during the year and the date of those amendments.

From these data, the CDE monitors whether:

- LEAs are holding the required meetings within the required time frames.

- Individuals are receiving FAPE within the LRE.

- Disproportionate representation requires a review of LEAs policies, practices and procedures that may be contributing to disproportionate representation.

- LEAs are including in the plans for students 16 years or older, appropriate postsecondary goals and services to meet those goals.

The specific data elements are submitted on the SPED and SSRV files (the numbers refer to the specific field on the file) in the following monitoring categories:

Data Type	Data Element & Field Number
Data that Helps Identify the Student and Connect Data to Other Data Submitted from the Student Information System (SPED, SSRV)	• Statewide Student Identifier. (14.08) (15.09) • Local Special Education Student ID. (14.10) (15.18)
Data to Identify the SELPA, LEA or School for Monitoring Purposes (SPED)	• Reporting LEA. (14.04) (15.04) • School of Attendance. (14.05) (15.05) • School of Attendance NPS. (14.06) (15.06) • Reporting SELPA. (14.15) (15.10) • District of Special Education Accountability (14.16) (15.11)
Referral and Initial Evaluation (SPED)	• The date a student was referred for an initial evaluation to determine eligibility for special education services. (14.17) • Who referred the student for evaluation. (14.18) • The date the district received parental consent for the initial evaluation. (14.19)
Basic SWD Program Information (SPED)	• The date a student first enters special education. (14.27) • The date a student exits special education. (14.46) • The reason a student exited the special education program. (14.49) • The student's primary disability. (14.28) • The student's secondary disability. (14.29) • The student's primary residency type. (14.26)
Plan Types, Amendment Dates, Meeting Dates (SPED)	• The student's education plan type: IEP, IFSP, ISP. (14.24) • The date the education plan was amended. (14.25) • The setting in which the student is receiving services. (14.31) • The type of special education meeting held regarding an education plan. (14.20) • The date of the special education meeting. (14.21) • The reason a special education meeting was delayed (not held within the required timeframe). (14.23) • The date the IEP, IFSP, or ISP was amended. (14.25) • The parent's response to whether the LEA facilitated parent involvement as a means of improving services and results for their child. (14.45)

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Data Type	Data Element & Field Number
Regional Center Eligibility, Least Restrictive Environment, Access (SPED)	• For infants/toddlers (less than 36 months old), with certain disabilities, whether or not eligible for regional center services. (14.30) • For preschool students (ages 3–5) in a regular early childhood program or kindergarten, the location where the preschool student is receiving a majority of their special education services. (14.32) • For preschool students (ages 3–5) in a regular early childhood program or kindergarten whether the student is enrolled in the program for 10 hours or more a week. (14.33) • For K–12 students (ages 6–21), the percentage of time (within ranges) they participate in general education. (14.34) • For students on IFSPs, the environment or location in which they are receiving special education instruction and services. (14.35) • For students on an IEP, whether or not the student needs special transportation arrangements to participate in special education services. (14.44)

Data Type	Data Element & Field Number

Transition to Postsecondary (required for students ages 16 years or older) (SPED)	• Whether the student's IEP includes:
	  o Postsecondary goals. (14.36)
	  o Goals that are updated annually. (14.37)
	  o Evidence that the goals were developed based on an appropriate transition assessment. (14.38)
	  o Transition services that will enable the student to meet their postsecondary goals. (14.39)
	  o Transition services that include courses of study that will enable the student to meet their postsecondary goals. (14.40)
	  o Annual goals related to the student's transition service's needs which are aligned with their postsecondary goals. (14.41)
	• Whether the student was invited to attend the meeting when transition services are discussed. (14.42)
	• Whether a representative of a participating agency was invited to the IEP meeting with the prior consent of the parent or student if 18 years old or greater. (14.43)
	• Whether a student completed a Workability I Work-Based Learning Program. (14.47)
	• Whether a student completed a Department of Rehabilitation Student Services Work-based Learning Program. (14.48)

Special Education Services (SSRV)	• Type of special education services the student receives. (15.13) • The provider of the service. (15.14) • The Nonpublic Agency (NPA) where the student is receiving service (15.07) • The location of the service. (15.15) • The frequency of the service. (15.16) • The duration of the service. (15.17)

How are special education data used in state accountability?

The Local Control Funding Formula (LCFF) law passed in 2013 significantly changed how California provides funding to public schools and holds local educational agencies accountable for student performance. As required by LCFF, the State Board of Education adopted a new accountability tool that reflects the performance of students in different priority areas identified in the law. The California School Dashboard was created to display LEA performance through six performance indicators: Academic, English Learner Progress, Chronic Absenteeism, Graduate Rate, Suspension Rate, and

College/Career Readiness. The indicators are also calculated and displayed by student groups identified in the LCFF law, which includes: English learners, socioeconomically disadvantaged pupils, foster youth, homeless youth, racial/ethnic groups, and students with disabilities. Therefore, the submission of a SPED record for individuals eligible for special education services is important in monitoring the progress of students with disabilities in the state's accountability system.

How are special education data certified in CALPADS?

LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended.

Previous to the transition of special education data previously collected through the California Special Education Management Information System (CASEMIS) to CALPADS, LEAs certified their Fall 1, Fall 2, and EOY 1-3 submissions in CALPADS. As discussed under, "Federal Reporting" in the previous section, for the Fall 1, EOY 3 and the new EOY 4 submissions, the LEA and SELPA must both approve the special education certification reports for the submissions to be certified. SELPAs must approve the special education reports because SELPAs are required by state law to submit SWD data for LEAs within the SELPA to the State Superintendent (California Education Code Section 56601). The CDE uses data that have been certified (data that have been approved by the LEA and SELPA) to meet federal reporting requirements and for monitoring.

To ensure data integrity and quality of the data reported for students with disabilities, the special education data are incorporated into the Fall 1, EOY 3, and EOY 4 submissions, and the CALPADS certification process was modified to incorporate SELPA review and approval of the special education certification reports. For the Fall 1, EOY 3, and EOY 4 submissions, an LEA's snapshot revision is certified once the LEA has approved all reports, and the SELPA(s) have approved all special education reports for the submission.

In order to accommodate the SELPA review, LEAs and SELPAs should collaboratively set a review and approval schedule to ensure the submission is certified by the deadline. The CDE suggests that LEAs approve their Fall 1 submission at least two weeks prior to the certification deadline to provide SELPAs time to review and approve the special education reports. Should the SELPA disapprove an LEA's special education submission, the LEA will receive an email through CALPADS, and must then work with the SELPA to address the issues. Once addressed, the LEA must again approve the submission, and the SELPA must again review the snapshot revision for approval. If the SELPA approves the special education reports, then the submission is certified.

Following the initial certification deadline, the Amendment Window opens, during which time LEAs may further amend their data. However, the LEA must approve all certification reports and the SELPA must approve the special education certification reports by the final certification deadline (also referred to as the close of the Amendment Window) for the submission to be certified.

Why are the special education data part of existing CALPADS submissions? Why aren't they separate submissions?

The benefits of transitioning the California Special Education Management Information System (CASEMIS) data collection into CALPADS are reduced overall data-related workload, increased data quality, and perhaps most importantly, from the integration of data, increased support of programmatic efforts to include students with disabilities to a greater extent in the general education environment.

The integration of special education data into the existing CALPADS submissions results in LEAs reviewing data submissions that include SWD as part of the overall student population and not as a separate student population. The CDE found that data integrity and quality improved significantly once the discipline data for all students, SWD and general education, were collected in one CALPADS submission.

What are the special education data elements?

The special education data elements submitted through the Special Education (SPED) and Student Services (SSRV) files are summarized in the following table, along with the Data Element Public Name and Definition that are in the CALPADS File Specifications (CFS), and other information that provides information on the data population requirement.

The table below does not include the non-special education data elements that are included on all CALPADS files. Therefore, technical staff should refer to the CFS for the complete list of data elements required for submission of the SPED and SSRV files.

Special Education (SPED) File (excerpt from CFS)

Field Number	Data Element Public Name	Definition	Comment
14.10	Local Special Education Student ID	A unique identifier assigned to a student by a Special Education Local Plan Area (SELPA) or State Operated Program (SOP), the identifier may or may not be the same as the identifier in the local student information system.	This is a required field. This field is included to assist the LEA with the identification of the student.
14.15	Reporting SELPA	A unique identifier assigned by the CDE to each Educational Service Institution serving as a Special Education Local Plan Area.	This is a required field. All LEAs must belong to a SELPA. The SELPA code must be valid and have an active reporting relationship with the Reporting LEA.
14.16	District of Special Education Accountability	A unique identifier (county-district code) for the district or charter school that is responsible for ensuring that special education services are provided for a student participating in special education (students with an Individualized Education Program (IEP)).	This is a required field. Generally, the District of Special Education Accountability is the District of Residence. This, however, is not always the case. LEAs should refer to the scenarios posted here: https://www.cde.ca.gov/ds/sp/cl/swdreporting.asp

Field Number	Data Element Public Name	Definition	Comment
14.17	Special Education Referral Date	The date a child or student was referred to assess and determine eligibility for special education services. NOTE: 1) This field should be completed even if the child was found not eligible for special education services. 2) Multiple records can be submitted if there are multiple referral dates for the student within an academic year. For example, during the initial evaluation, the child was found not eligible for special education services. The parent requested another evaluation within the same academic year and this time, the child was found eligible. In this case, the child would have two referral dates; thus, requiring two records within the same academic year. 3) If a student exited from the special education program then returns, use the most recent referral date.	This is a required field if Special Education Initial Entry Start Date is greater or equal to 07/01/2006.
14.18	Referring Party Code	A coded value representing the person initiating a child or student's referral for assessment and to determine eligibility for special education services. Codes include: 10 – *Parent* 20 – *Teacher* 30 – *Student Study Team/Intervention Team* 40 – *Other school/district personnel* 90 – *Other*	This is a required field if Special Education Referral Date is populated.

Field Number	Data Element Public Name	Definition	Comment
14.19	Initial Evaluation Parental Consent Date	The date the district/school received parental consent for initial evaluation to determine eligibility for special education services.	This field is a required field for Special Education Meeting Types of: 10 – *Part B Initial Evaluation* 15 – *Part C Initial Evaluation* The Initial Evaluation Parental Consent Data must be greater or equal to the Special Education Referral Date. The Initial Evaluation Parental Consent Date for a Meeting Type 10 (Part B Initial Evaluation) must be greater than the Initial Parent Consent Date existing for a Meeting Type of 15 (Part C Initial Evaluation) for the same student. If no parental consent is received, then the record should not be sent to CALPADS.
14.20	Special Education Meeting Type Code	A coded value representing the type of meeting being conducted for a child in the special education program. Meeting type codes include: 10 – *Part B Initial Evaluation* 15 – *Part C Initial Evaluation* 20 – *Annual Education or Service Plan Meeting* 30 – *Pending Initial Evaluation* 40 – *Triennial Evaluation*	N/A

Field Number	Data Element Public Name	Definition	Comment
14.21	Special Education Meeting Date	The date the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), or Individual Service Plan (ISP) team met to: ● Review the initial evaluation to determine eligibility for services, ● Review the Annual Education or Service Plan, or ● Review the triennial evaluation to determine continued eligibility for special education services.	This is a required field for all Special Education Meeting Types except 30 – *Pending Initial Evaluation*.
14.22	Student Special Education Meeting or Amendment Identifier	A unique identifier of a specific meeting or amendment for a SWD.	This is a required field if Special Education Meeting Data is populated. This identifier should be generated by the special education data system and must be unique within the Reporting LEA. It serves to link records in the Student Services and Student Test Settings files.

Field Number	Data Element Public Name	Definition	Comment
14.23	Meeting Delay Code	A coded value representing the reason the meeting date exceeded the required timeline. Codes include: Codes include: 10 – *Parent refused to consent* 20 – *Parent did not make child available* 30 – *Parent contacted, but did not attend* 40 – *School break* 50 – *The student transferred out of the school before the meeting occurred* 60 – *A circumstance (e.g. natural disaster) occurred that was beyond the staff's control* 70 – *A circumstance related to the student or parent occurred that is not reflected in another code* 75 – *Temporary closure of the school* 80 – *Legal proceedings involving the student, LEA, or parents* 85 – *Student did not pass their hearing and/or vision screening* 90 – *Late Without Cause*	This is a required field if: 1) The student has not had a meeting within 60 days of the parental consent date. 2) A student on an IFSP is over 3 years of age and a Part B Initial evaluation has not taken place by the child's 3rd birthday. 3) A student's annual IEP or ISP meeting has not taken place within one year of the prior meeting. 4) A student's subsequent triennial evaluation has not taken place within 3 years of the last triennial evaluation. 5) A student's FIRST triennial evaluation has not taken place within 3 years of the student's initial service start date. A meeting is late, but is considered timely, if the field is populated with any code, except for 90 – *Late Without Cause*.

Field Number	Data Element Public Name	Definition	Comment
14.24	Education Plan Type Code	A coded value representing the type of plan by which the student is receiving special education services. Codes include: 100 – *Individualized Education Program (IEP)* 150 - *Individual Family Service Plan (IFSP)* 200 – *Individual Service Plan (ISP)* 700 – *Eligible – No Education Plan (Parent Declined)* 800 – *No Education Plan (Other reasons)* 300 – *Pending* 900 – *Not Eligible*	This is a required field.

Field Number	Data Element Public Name	Definition	Comment
14.25	Education Plan Amendment Date	The date that a student's individualized program: Individual Family Service Plan (IFSP), Individualized Education Program (IEP), or Individual Service Plan (ISP) was amended. This date may also reflect the date in which services change as defined in the Education Plan. NOTE: Parental consent is not required for an amendment. Parents must be included in review of the IFSP/IEP/ISP, but signatures are not required.	This is a required field if: 1) The Education Plan Type 100 (IEP), 150 (IFSP), or 200 (ISP), and 2) Special Education Meeting Type Code and Special Education Meeting Date match a SPED record for the same SSID, Reporting LEA, and SELPA Code in the ODS, and any of the following fields do not match: ● *Primary Residence Code* ● *Special Education Program Setting* ● *Preschool Program Setting Service Location* ● *Preschool Program Ten Weekly Hours or Greater Indicator* ● *General Education Participation Percentage Range* ● *Special Transportation Indicator* ● *Any of the 8 Postsecondary elements* (fields 14.36 – 14.43)
14.26	Primary Residence Code	A coded value representing the student's Primary Residence Category. A Primary Residence Category is a category describing the location where an individual lives most often, whether or not the location is considered "permanent."	Note: The CDE uses the homeless codes submitted to CALPADS from LEA's SIS on the SPRG. Students reported in 220 – *Licensed Children's Institution (LCI)* are excluded in the disproportionality calculations.

Field Number	Data Element Public Name	Definition	Comment
14.27	Special Education Initial Entry Start Date	The date when the student first entered special education. It is also defined as the date when the Individualized Education Program (IEP) Team determined the student eligible for special education services and parental acceptance of the plan.	This is a required field if Education Plan Type is 100 (IEP), 150 (IFSP), 200 (ISP). If this date is not known or not available, use the best approximate date. Once this date is identified, the date should never change, even if the student moves from one SELPA or district to another or moves between special and regular education programs (exits Special Education and then re-enters).
14.28	Disability 1 Code	A coded value representing a Disability 1 Category. A disability means the student has qualified for services under one of the 13 eligibility categories in the IDEA and needs special education or related services.	This is a required field if Education Plan Type is 100 (IEP), 150 (IFSP), or 200 (ISP). Note: The disability, Code 310 – *Multiple disabilities* is always a primary disability (Disability 1) and never a secondary disability (Disability 2)
14.29	Disability 2 Code	A coded value representing a Disability 2 Category. A disability means the student has qualified for services under one of the 13 eligibility categories in the IDEA and needs special education or related services.	This is a required field if Education Plan Type is 100 (IEP), 150 (IFSP), 200 (ISP). Note: The disability, Code 310 – *Multiple disabilities* is always a primary disability (Disability 1) and never a secondary disability (Disability 2)

Field Number	Data Element Public Name	Definition	Comment
14.30	Infant Regional Center Services Eligibility Indicator	An indicator of whether or not the student is eligible for regional center services.	This is a required field for children who are less than 36 months old and who have a Disability 1 of one of the following: 220 – *Hard of hearing* 230 – *Deafness/Hearing impairment* 250 – *Visual impairment* 270 – *Orthopedic impairment* 300 – *Deaf-blindness*

Field Number	Data Element Public Name	Definition	Comment
14.31	Special Education Program Setting Code	A coded value representing the special education program setting in which the student is receiving or has received the majority of special education and related services according to the student's Individual Family Service Plan (IFSP), Individualized Education Program (IEP), or Individual Service Plan (ISP). Codes include: 103 – *Community Based Setting* 104 – *Other Setting* 200 – *Home* 201 – *Regular Early Childhood Program or Kindergarten* 203 – *Separate Class* 204 – *Service Provider Location* 300 – *Separate School* 301 – *Residential Facility* 400 – *Regular Classroom/Public Day School* 401 – *Homebound/Hospital* 402 – *Correctional Facility* 403 – *Parentally Placed in Private School* 500 – *Regular Independent Study or Virtual Charter* Refer to the CALPAD Code Set for the definition of each code.	This is a required field if Education Plan Type is 100 (IEP), 150 (IFSP), 200 (ISP).
14.32	Preschool Program Setting Service Location Code	A coded value representing the location a preschool student with disabilities is receiving a majority of their special education services. Codes include: 1 – *Same Location* 2 – *Different Location*	This field is only required for students ages 3-5 who are in a Special Education Program Setting of: 201 – *Regular Early Childhood Program of Kindergarten*

Field Number	Data Element Public Name	Definition	Comment
14.33	Ten or More Weekly Hours in Setting Indicator	An indication of whether or not a student with disabilities is enrolled in a regular early childhood program or kindergarten for a minimum of 10 hours per week. "Y" indicates that the student is enrolled a minimum of 10 hours per week; "N" indicates that the student is enrolled less than 10 hours per week;	This field is only required for students ages 3-5 who are in a Special Education Program Setting of: 201 – *Regular Early Childhood Program of Kindergarten*
14.34	General Education Participation Percentage Range Code	A coded value representing a range of the percentage of time a student with disabilities participates in general education. Codes include: 1 – *Equal to or Great than 80 percent* 2 – *40 percent to 79 percent* 3 – *Less than 40 percent*	This field is only required for students ages 6-21 who are in a Special Education Program Setting of: 400 – *Regular Classroom/Public Day School* 500 – *Regular Independent Study or Virtual Charter*
14.35	Special Education Program Type Code	A coded value representing the environment or location in which the student is receiving or has received the special education instruction and related services according to the student's Individualized Family Service Plan (IFSP). Special Education Program Type codes includes: 100 – *Designated Instruction Services* 200 – *Resource Specialist Program* 300 – *Special Day Class*	This field is only required for students on Education Plan Type: 150 – *Individualized Family Service Plan (IFSP)*

Field Number	Data Element Public Name	Definition	Comment
14.36	IEP Includes Postsecondary Goals Indicator	An indicator of whether or not the student's Individualized Education Program (IEP) includes appropriate measurable postsecondary goal or goals that cover education or training, employment, and, as needed, independent living. A postsecondary goal refers to those goals that a child hopes to achieve after exiting high school. A postsecondary goal is not the process of pursuing or moving toward a desired outcome, but the identification of what the desired outcome will be. A "Y" indicates the student's IEP includes postsecondary goals; an "N" indicates it does not.	This is only required for students with an Education Plan Type of 100 (IEP) and are 16 years old or greater. Note: LEAs may begin to populate this field when the student is 13 years and 9 months old.
14.37	Postsecondary Goals Updated Annually Indicator	An indicator of whether or not the Postsecondary Goals are updated annually. A "Y" indicates that there is documentation that the postsecondary goals for education or training, employment, and as needed, independent living, in the IEP are for the current year and have been updated according to the student's changing strengths, preferences, and interests; an "N" indicates it has not.	This is only required for students with an Education Plan Type of 100 (IEP) and are 16 years old or greater. Note: LEAs may begin to populate this field when the student is 13 years old.

Field Number	Data Element Public Name	Definition	Comment
14.38	Postsecondary Goals Age Appropriate Transition Assessment Indicator	An indicator of whether or not there is evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment. The transition assessment is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future work, education, independent living, and social environments; A "Y" indicates for each postsecondary goal, that there is evidence that at least one age appropriate transition assessment was used to provide information about the student's needs, strengths, preferences, and interests to aid in the development of the student's postsecondary goal(s); an "N" indicates there is not.	This is only required for students with an Education Plan Type of 100 (IEP) and are 16 years old or greater. Note: LEAs may begin to populate this field when the student is 13 years old.
14.39	Transition Services in IEP Indicator	An indicator of whether or not there are transition services in the Individualized Education Program (IEP) that will reasonably enable the student to meet his or her postsecondary goal(s). A "Y" indicated for each postsecondary goal, there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of independent living skill(s) or provision of a functional vocational evaluation, listed that will assist the student in meeting the postsecondary goal; an "N" indicates there is not.	This is only required for students with an Education Plan Type of 100 (IEP) and are 16 years old or greater. Note: LEAs may begin to populate this field when the student is 13 years old.

Field Number	Data Element Public Name	Definition	Comment
14.40	Supportive Services Indicator	An indicator of whether or not the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s). Courses of study are a multi-year description of coursework needed to achieve the student's desired post-school goals, from the student's current to anticipated exit year. A "Y" indicates such courses of study exist, and an "N" indicates there is not.	This is only required for students with an Education Plan Type of 100 (IEP) and are 16 years old or greater. Note: LEAs may begin to populate this field when the student is 13 years old.
14.41	Transition Services Goals in IEP Indicator	An indicator of whether or not there is (are) annual Individualized Education Program (IEP) goal(s) related to the student's transition service's needs. Annual goals are statements that describe what a child with a disability can reasonably be expected to accomplish (e.g., master some skill or knowledge [not an activity]) within a twelve-month period in the child's special education program. These goals should directly align with the student's postsecondary goals and transition service's needs. A "Y" indicates there is an annual goal or short-term objective, related to the student's transition services needs for each postsecondary goal; an "N" indicates there is not.	This is only required for students with an Education Plan Type of 100 (IEP) and are 16 years old or greater. Note: LEAs may begin to populate this field when the student is 13 years old.

Field Number	Data Element Public Name	Definition	Comment
14.42	Student IEP Participation Indicator	An indicator of whether or not there is evidence that the student was invited to the Individualized Education Program (IEP) Team meeting where transition services were discussed. It is a document in the IEP or cumulative folder showing that an invitation was extended to the student to attend the IEP meeting where transition services were discussed. A "Y" indicates there is evidence that the student was invited to the IEP meeting where transition services were discussed; an "N" indicates there is not.	This field is only required for students with an Education Plan Type of 100 (IEP) and are 16 years old or greater. Note: LEAs may begin to populate this field when the student is 13 years old.
14.43	Agency Representative IEP Participation Code	A coded value representing whether a representative of a participating agency was invited to the Individualized Education Program (IEP) Team meeting with the prior consent of the parent or student who has reached the age of majority. IDEA 2004 requires that, "to the extent appropriate, with the consent of the parent or a child who has reached the age of majority…the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services" (300.321 [b][3]); "Age of Majority" is the age in which the child reaches adulthood. In California, the age of majority is 18. A "Y" indicates a representative of a participating agency was invited to an IEP meeting with the prior consent of the parent or student; an "N" indicates not.	This field is only required for students with an Education Plan Type of 100 (IEP) and are 16 years old or greater. Note: LEAs may begin to populate this field when the student is 13 years old.
14.44	Special Transportation Indicator	An indicator of whether or not the student needs special transportation arrangements to participate in special education services.	N/A

Field Number	Data Element Public Name	Definition	Comment
14.45	Parental Involvement Facilitation Code	A coded value representing the parent's response to the question, "Did the school district facilitate parent involvement as a means of improving services and results for your child?" This is collected during the annual Education Plan meetings. The collection method is up to the LEA's discretion (form or verbal).	This field is required for students ages 3 through 21, on Education Plan Types 100 (IEP), 150 (IFSP), 200 (ISP).
14.46	Special Education Program Exit Date	This is the date the student exited the special education program and is no longer receiving services.	This field must be left blank if the student is still receiving special education services. Program exits should NOT be submitted for students transitioning from Part C to Part B or for school matriculations. LEAs provide a reason for a student exiting the special education program in Field 14.19 – *Special Education Program Exit Reason Code*. An exit from the Special Education Program does not necessarily occur when a student exits a school. Only the following types of school exits would also mean an exit from the Special Education Program: ● HS Completion ● HS Dropout ● Died However, these reasons should be reported to CALPADS in the CALPADS Student Enrollment File (SENR) and not on the SPED. NOTE: These codes, which currently exist in the Special Education Program Exit Reason Code set, will be removed from that code set.

Field Number	Data Element Public Name	Definition	Comment
14.47	Workability I Work-Based Learning Program Completion Indicator	An indication of whether or not a student successfully completed a minimum of 120 hours of a program for students with disabilities on an individualized education program (IEP) that offers students work-based learning experiences that develop knowledge and job skills, in compliance with the Fair Labor Standards Act (FLSA) requirements. A "Y" indicates that the student has successfully completed the program; an "N" indicates the student did not.	This field is required for students in grades 9, 10, 11, 12 and have an Education Plan Type of 100 (IEP) and Special Education Meeting Data is equal or greater than 7/1/2019. This indicator is used in calculating the Career/College Indicator (CCI) for students with disabilities on the California School Dashboard.
14.48	Department of Rehabilitation Student Services Work-based Learning Program Completion Indicator	An indication of whether or not a student successfully completed a minimum of 120 hours of a program for students with disabilities on an individualized education program (IEP) administered by the California Department of Rehabilitation Student Services that offers work-based learning experiences. A "Y" indicates that the student has successfully completed the program; an "N" indicates the student did not.	This field is required for students in grades 9, 10, 11, 12 and have an Education Plan Type of 100 (IEP) and Special Education Meeting Date is equal or greater than 7/1/2019. This indicator is used in calculating the Career/College Indicator (CCI) for students with disabilities on the California School Dashboard.
14.49	Special Education Program Exit Reason Code	A coded value representing the reason the student was exited from the special education program.	This field is required if Special Education Program Exit Date is populated, and the Education Plan Type is 100 (IEP), 150 (IFSP), or 200 (ISP).

Student Services (SSRV) File

Field Number	Data Element Public Name	Definition	Comment
15.10	Reporting SELPA	A unique identifier assigned by the CDE to each Educational Service Institution serving as a Special Education Local Plan Area.	This is a required field. All LEAs must belong to a SELPA.

Field Number	Data Element Public Name	Definition	Comment
15.11	District of Special Education Accountability	A unique identifier (county-district code) for the district or charter school that is responsible for ensuring that special education services are provided for a student participating in special education (students with an Individualized Education Program (IEP)).	This is a required field. Generally, the District of Special Education Accountability is the District of Residence. This, however, is not always the case. LEAs should refer to the comprehensive list of scenarios that can be found here: https://www.cde.ca.gov/ds/sp/cl/swdreporting.asp
15.12	Student Special Education Meeting or Amendment Identifier	A unique identifier of a specific meeting or amendment for a SWD.	This identifier should be generated by the special education data system and must be unique within the Reporting LEA. It serves to link records in the Student Services and Student Test Settings files.
15.13	Special Education Service Code	A coded value representing a special education service or related service received by the student, regardless of which agency pays for the service. This may be a service provided by the Special Education Local Plan Area (SELPA) as well as by any other agency such as Mental Health as stated in the Individualized Education Program (IEP) or Individual Family Service Plan (IFSP). See CALPADS Code Set, *Special Education Service* for list of codes.	This is a required field. If a service received by the student is not in the list of codes, use a code that represents the service as close as possible. For students receiving a duplicate service, a separate provider must be entered. Use the most used frequency and duration and supply the location code for the location where the majority of the service is provided. There is no limit on how many services the student or infant can receive. For students receiving a duplicate service, a separate provider must be entered. If the same provider (e.g. district of service) is providing a duplicate service, use the most used frequency and duration and supply the location code for the location where the majority of the service is provided.

Field Number	Data Element Public Name	Definition	Comment
15.14	Special Education Service Provider Code	A coded value representing the provider of the service reported in the Special Education Service Code field. See CALPADS Code Set, *Special Education Service Provider* for list of codes.	This is a required field. The Special Education Provider Code and the student age must be a valid combination. If NPA Identifier is populated, then the Special Education Provider Code must be 400 – *NPA*
15.15	Special Education Service Location Code	A coded value representing the location where the student receives the service entered in the Special Education Service Code field, for each service reported. See CALPADS Code Set, *Special Education Service Location* for list of codes.	This is a required field.
15.16	Service Frequency Code	A coded value representing the frequency of receiving the service. Codes include: 10 – *Daily* 20 – *Weekly* 30 – *Monthly* 40 – *Yearly* 90 – *Other*	This is a required field if the student is less than 36 months old, OR if Field 15.17 – *Service Duration* is populated.
15.17	Service Duration	The number of minutes per session (day/week/month/year) as reported in Field 15.16 – *Service Frequency Code.* The Service Duration Field must be greater than or equal to 10 minutes per service session.	This is a required field if the student is less than 36 months old, OR if Field 15.16 – *Service Frequency Code* is populated.

When should LEAs submit updated SWD data to CALPADS?

LEAs should routinely submit SPED and SSRV files to CALPADS, at least on a monthly basis, to keep CALPADS up-to-date with the following events:

- Initial, Annual, Triennial meetings and evaluations for establishing and reviewing Education Plans.

- Amendments to Education Plans.

- Updated information on students with existing Education Plans transferring to new Reporting LEAs.

- Change to primary disability.

By updating these data on a routine basis:

- LEAs will already have the data in CALPADS required during the Fall 1 and EOY 4 submission windows, facilitating approval of certification reports by the LEA and SELPAs.

- LEAs will be able to administer statewide tests with students using the appropriate accommodations as scheduled.

- CDE will have access to current data which will facilitate LEA monitoring visits.

When must LEAs submit special education services data to CALPADS?

LEAs must first submit a SPED record for a student, which is then followed by a SSRV record. The following table displays which SPED records must have a corresponding SSRV record. Note: A corresponding SSRV record is a record where the SSID, Reporting LEA, and Special Education Meeting or Amendment Identifier are the same as the corresponding SPED. These three elements link the SPED and SSRV files together.

If a SPED record is submitted where Special Education Meeting Type is…	And Education Plan Type is…	Then…
15 – *Part C Initial Evaluation*	150 – Individual Family Service Plan (IFSP)	YES, a corresponding SSRV record is required.
10 – *Part B Initial Evaluation* 20 – *Annual Education or Service Plan Meeting*	100 – Individual Education Plan (IEP) 200 – Individual Service Plan (ISP)	YES, a corresponding SSRV record is required.
40 – Triennial Evaluation	150 – IFSP 100 – IEP 200 – ISP	NO, a corresponding SSRV record is not required.

When should an LEA submit SPED records for students with existing plans who are transferring to the LEA from another reporting LEA?

- **Students transferring from an LEA in a different Special Education Local Plan Area (SELPA) or from out of state**

  o When a student with disabilities (SWD) with an active Individualized Education Plan (IEP) transfers, during the school year, to an LEA from an LEA in a *different* SELPA or from another state, the receiving LEA must adopt the previous IEP or develop and adopt a new IEP. If the LEA decides to develop a new IEP, the LEA must adopt the previous IEP in the interim until a new IEP is adopted. If the LEA adopts the previous IEP, the LEA should submit a Special Education (SPED) record to CALPADS with the same IEP

elements and the new LEA as the Reporting LEA. A meeting does not need to be held until the next scheduled annual IEP meeting.

  o If the LEA adopts the previous IEP in the interim and then subsequently develops and adopts a new IEP, then the LEA should submit a Special Education (SPED) record to CALPADS with the same IEP elements and the new LEA as the Reporting LEA; then once a meeting is held to adopt the new IEP, the new LEA should submit updated SPED and Student Services (SSRV) records reflecting the newly adopted IEP.

● **Students transferring from an LEA in the same SELPA**

  o When a SWD with an active IEP transfers, during the school year, to an LEA that is in the *same* SELPA, the receiving LEA must continue to provide services "comparable" to those in the previous IEP. The new LEA should submit a SPED record to CALPADS with the same IEP elements and the new LEA as the Reporting LEA. An IEP meeting does not need to be held until the next scheduled IEP meeting. If the LEA and parents subsequently develop and adopt a new IEP, the LEA must submit updated SPED and SSRV records to CALPADS once the new IEP is adopted.

● **Students transferring during the summer**

  o When a SWD with an active IEP transfers during the summer, the new LEA must have an IEP in effect by the start of the school year. An IEP meeting does not need to be held until the next scheduled annual IEP meeting. The new LEA should submit a record to CALPADS with the same IEP elements and the new LEA as the Reporting LEA.

  o However, if the parent requests an IEP meeting prior to the start of the school year, the LEA must convene a meeting or provide prior written notice as to why the LEA believes such a meeting is not necessary. If a meeting is held, and a new IEP is adopted, the LEA should submit updated SPED and SSRV records to CALPADS, and the new LEA as the Reporting LEA.

Which LEA is required to report data for students who are transferring to another LEA while transitioning from an IFSP to an IEP?

Students on an existing IFSP Education Plan, must have a Part B initial Evaluation (for an ISP or IEP) before their 3rd birthday. Typically, the Part B initial Evaluation is conducted by the Reporting LEA where the student will be attending after their 3rd birthday. The Reporting LEA where the student will be attending under the IEP or ISP should report the SPED record with the Part B Initial Evaluation Meeting Type (10). However, prior to submitting the SPED record to CALPADS, the reporting LEA must enroll the student and can use enrollment status 50 (non-ADA enrollment).

How might LEAs use this data for students transferring from other districts?

When a student transfers to an LEA, the LEA should look to see whether the student has SPED and SSRV data in CALPADS. These are data viewable in CALPADS in the Student Special Education and Student Special Education Services containers. Go to, Online Maintenance>Student Data>Student Special Education and Student Special Education Services containers. If the student has SPED and SSRV data in CALPADS, the LEA can identify the LEA who holds the student's most current Education Plan. The LEA can also see the plan type and date of the last meeting that was held on

that plan, as well as the services the student is receiving. These data should help the LEA determine whether to adopt or amend the existing plan.

2.1.8.   **Postsecondary Status (PSTS)**

The student postsecondary status data are submitted through the Postsecondary Status (PSTS) file and include postsecondary status data that LEAs previously submitted to the CDE through the Perkins Data System (PDS) and the California Special Education Management Information System (CASEMIS), both of which are now retired. These data are used by the CDE to meet federal reporting requirements under Perkins V and the Individuals with Disabilities Education Act (IDEA).

LEAs have generally collected the postsecondary status data for Career Technical Education (CTE) pathway concentrators and completers, and students with disabilities (SWD) who have completed secondary education, through a student survey. LEAs will now submit to CALPADS, the data they have collected twice a year, during Fall 2 for Perkins V, and during EOY 4 for IDEA.

Who should LEAs survey for Perkins V?

All LEAs, regardless of whether they received federal Perkins funding, are required to survey their CTE pathway completers. LEAs should survey CTE pathway completers (currently defined as students completing a Career Technical Education Pathway, which includes completing the capstone in the industry sector) who were in the 4-year Adjusted Cohort Graduation Rate (ACGR) for the cohort they are surveying. This should include any student who was a CTE pathway completer at any time during high school, and exited with a School Completion status of:

- Graduated, standard HS diploma (100)

- Students with Disabilities Certification of Completion (120)

- Adult education high school diploma (250)

- Received a High School Equivalency Certificate (320)

- Passed CHSPE (and no standard diploma) (330)

- Completed grade 12 without completing graduation requirements, not grad (360)

Who should LEAs survey for IDEA?

This section is coming.

When should LEAs survey students?

For CTE completers, LEAs should survey students in the second quarter following the end of the school year, which will be some time during the following December and January.

For SWD, LEAs should survey students 12 months after exiting secondary education, which will be some time during June and July of the following year.

How is the survey conducted?

Each LEA mush establish a process to capture the postsecondary status of the specified students. Generally, LEAs conduct some type of student survey. Some SIS and/or special education data systems (SEDS) may already have functionality to facilitate the collection of this data. Since LEAs will be submitting postsecondary status data for both CTE and SWD students, LEAs may want to coordinate the collection of this data by using one survey tool/form and/or process.

What should LEAs collect from students?

The survey that LEAs send to students must include statuses that can be mapped into a code in the CALPADS Postsecondary Status code set. The Postsecondary Status code set meets the federal reporting needs under both Perkins V and IDEA. Using this code set for both SWD and CTE students, will facilitate reporting to CALPADS, and provides the opportunity for LEAs to use one survey form that can be used for both purposes.

What are the postsecondary status codes?

The following table lists all of the postsecondary status codes. The table also displays how the CDE will map the CALPADS codes that LEAs report into the federal postsecondary reporting categories for Perkins V.

CALPADS Code	CALPADS Code Name	Federal Perkins Postsecondary Reporting Status Category
200	Enrolled in a Four-year college/university	Postsecondary – Baccalaureate Degree
210	Enrolled in a community college	Postsecondary – Associate Degree
220	Enrolled in a vocational or technical school (two-year degree program)	Postsecondary – Associate Degree
300	Enrolled in a High School Equivalency Test Preparation Program	Not a Perkins postsecondary status
310	Enrolled in a vocational or technical school (certificate program)	Postsecondary - Certificate
320	Enrolled in a Regional Occupational Program (ROP)	TBD
330	Enrolled in a Work Force Innovation and Opportunity Act (WIOA) Supported Program	TBD
340	Enrolled in a Non-Workability Employment Program	Employment
350	Enrolled in an Adult Training Program	TBD
400	Military Enlistment	Military Service
900	Incarcerated	Not a Perkins postsecondary status
910	Competitively Employed	Employment

CALPADS Code	CALPADS Code Name	Federal Perkins Postsecondary Reporting Status Category
920	Not Competitively Employed	Employment
930	Other employment	Employment
940	Other	Not a Perkins postsecondary status
950	Not able to contact	Not a Perkins postsecondary status
960	Refused to answer	Not a Perkins postsecondary status

How are these data submitted to CALPADS?

LEAs submit the PSTS file for Perkins from their student information system (SIS) to CALPADS via a full replacement batch file or online.

LEAs submit the PSTS file for IDEA from their special education data system (SEDS) via the Application Programming Interface (API) to CALPADS.

Are these data certified?

LEAs submit the PSTS file for Perkins as part of the Fall 2 submission. LEAs are required to certify Report 17.1 – *Postsecondary Status Outcome - Count*. Supporting report 17.2 – *Postsecondary Status Outcome – Student List* is available to help LEAs review the aggregate report 17.1.

LEAs submit the PSTS file for IDEA as part of EOY 4. LEAs and SELPAs are required to approve Report 17.3 – *Postsecondary Status Outcome for SWD - Count*. Supporting report 17.4 – *Postsecondary Status Outcome for SWD– Student List* is available to help LEAs review the aggregate report 17.3.

How is the data used for Perkins?

These data are used to calculate the Perkins V performance Indicator, 3S1 – *Post-Program Placement Indicator*. The Perkins V performance indicators are largely based on students in the 4-year Adjusted Cohort Graduation Rate (ACGR). The CDE maps the CALPADS codes into the Perkins postsecondary status categories and calculates the percentage of CTE completers who were part of the ACGR, who were reported as being in one of the Perkins categories. The Perkins V reporting categories are:

- Advanced Training

- Military Service

- National or Community Service, or Peace Corps

- Employment

- Postsecondary Education

- Postsecondary Education – Certificate

- Postsecondary Education – Associate Degree

- Postsecondary Education – Baccalaureate Degree

The 3S1 – *Post-Program Placement Indicator* is calculated as follows:

Numerator: *The number of CTE completers in the 4-year ACGR
who are employed, or in postsecondary education, advanced training,*
military service or service program, or Peace Corps
Denominator*: The number of CTE completers in the 4-year ACGR*

What are the data elements on the file?

The table below represents the student-related data elements associated with the student postsecondary status data which may be submitted or updated through the PSTS file, in batch or online in for CTE students, or through the API for SWD. Technical staff should refer to the CALPADS File Specifications for a complete list of the data elements required for submission of the PSTS File.

Field Number	Data Element Public Name	Definition	Comment
117.09	Local Special Education Student ID	A unique identifier assigned to a student by a Special Education Local Plan Area (SELPA) or State Operated Program (SOP), the identifier may or may not be the same as the identifier in the local student information system.	This field is only required when submitting data for special education (Education Program Participation Type Code = 30 – *Special Education*).
117.10	Reporting SELPA	A unique identifier assigned by the California Department of Education Special Education Division to each Educational Service Institution serving as a Special Education Local Plan Area (SELPA).	This field is only required when submitting data for special education (Education Program Participation Type Code = 30 – *Special Education*).
17.11	Education Program Participation Type Code	A coded value representing the education program that the student last participated in prior to completing grade 12. Codes include: 10 – *California Partnership Academy* 20 – *Career Technical Education* 30 – *Special Education*	This is a required field.
17.12	Postsecondary Status Code	A coded value representing the student's postsecondary status after exiting secondary education.	This is a required field.

2.1.9.   Student Test Settings (STSE)

The student test settings data are submitted through the Student Test Setting (STSE) file and is used to submit test setting information for students who require designated supports and/or accommodations to take the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessment for California (ELPAC).

What data must program staff provide?

Test settings include the following accessibility resources:

- Designated supports are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.

- Accommodations must be permitted on tests to all eligible students if specified in the student's IEP or Section 504 plan.

Designated supports and accommodations are either:

- Embedded, which means they are digitally delivered as part of the technology platform for the computer-administered tests. Embedded resources do not change or alter the construct being measured.

- Non-embedded, which means they are provided by the local educational agency (LEA), for either computer-administered or paper-pencil tests.

LEAs are required to specify for each student all embedded designated supports and accommodations.

What are the student test settings data elements?

The Student Test Settings File in the CALPADS File Specifications is in the process of being updated. The table below reflects the primary student-related data elements associated with the student test settings data, and will updated once the file specifications have been finalized.

Field Number	Data Element Public Name	Definition	Comment
16.xx	Reporting SELPA	A unique identifier assigned by the California Department of Education Special Education Division to each Educational Service Institution serving as a Special Education Local Plan Area (SELPA).	This field is required when the Education Plan Participation type is 10 (IEP). The SELPA Code must equal the existing SELPA Code in the SPED record when Student Special Education Meeting or Amendment Identifier is populated.
16.xx	Student Special Education Meeting or Amendment Identifier	A unique identifier of a specific meeting or amendment for a child or student with disabilities.	This field is required when the Education Plan Participation type is 10 (IEP).

Field Number	Data Element Public Name	Definition	Comment
16.xx	Education Plan Participation Type Code	A coded value representing the education plan that the student is participating in. Codes include: 10 – *Individualized Education Program (IEP)* 20 – *504 Accommodation Plan* 30 – *General Education*	1) If Education Plan Participation Code is 10 (IEP), then the student must have a SPED record within the same academic year and an Education Plan Type Code of 100 (IEP). 2) If Education Plan Participation Type Code is 20 (504 Accommodation Plan), then the student must have an overlapping SPRG record within the same academic year and an Education Program Code of 101 (504 Accommodation Plan). 3) If Education Plan Participation Type Code is 30 (General Education) then the student must NOT have a SPED record within the same academic year where the Education Plan Type Code must not equal 100 (Individualized Education Program (IEP)) AND a SPRG record within the same academic year where the Education Program Code must not equal 101 (504 Accommodation Plan). 4) If Test Setting Code = 126 (Text-to-Speech) or 118 (Read Aloud) and Test Setting Type Code = A (Accommodations), and Assessment Type Code = 10 (Smarter Balanced for ELA) or 40 (CAA for ELA) and Text to Speech Application Code = 20 (Stimuli), then Education Plan Participation Type Code must = 10 (IEP) or 20 (504).

Field Number	Data Element Public Name	Definition	Comment
16.xx	Test Setting Code	A coded value representing a test setting (designated support or accommodation) available through the California Assessment of Student Performance and Progress (CAASPP) tests and English Language Proficiency Assessment for California (ELPAC).	Designated supports are available to all students when determined for use by an educator or team of educators or specified in the student's individualized education program (IEP) or Section 504 plan. Accommodations are permitted on CAASPP and ELPAC tests to all eligible students if specified in the student's individualized education program (IEP) or Section 504 plan.
16.xx	Color Contrast Type Code	A coded value representing the computer screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	N/A
16.xx	Translated Glossary Language Code	A coded value representing the language translated for a glossary. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.	N/A
16.xx	Text-to-Speech Application Code	A coded value representing how the "Text-to-Speech" and "Read Aloud in Spanish" designated supports should be applied to the item, stimuli, or to both the item and stimuli.	N/A

How are these data submitted to CALPADS?

LEAs may submit the STSE file from their student information system (SIS) to CALPADS via a full replacement batch file or online, and/or from their special education data system (SEDS) via the Application Programming Interface (API).

LEAs may decide to submit test settings for their student with disabilities from their SEDS directly to CALPADS, because generally test setting are determined through the IEP process and therefore are maintained in the SEDS.

LEAs may decide to submit test settings for their general education students, which includes English learners, and students on a 504 Plan through a file from their student information system to CALPADS because these data are maintained in the SIS.

Are these data certified?

No, these data are not certified in a CALPADS submission.

How are these data used?

These data are pulled on a nightly basis from the CALPADS Operational Data Store (ODS) and exported in a file to the assessment vendor for loading in the Test Operations Management System (TOMS). TOMS enables students to access the designated supports and accommodations designated for them in the data provided to TOMS from CALPADS.

How often should these data be updated in CALPADS?

These data should be updated on an ongoing basis to ensure that students have access to the designated supports and accommodations they need when they take the assessments.

How long does it take test setting data to show up in TOMS?

Once an LEA updates CALPADS with test settings, it will show up in TOMS 48 hours later. LEAs are strongly encouraged to identify necessary designated supports and accommodations for students and populate these settings in the student information system or special education data system at least two weeks prior to testing to ensure that TOMS is populated with the appropriate test settings when students sit down to take the tests.

2.2. **Staff Data Overview**

The Staff Data section contains the following staff-related topics:

Groups of staff data

LEAs must submit data on all certificated staff (teachers, administrators, pupil personnel services) who are actively employed by the LEA on Census Day. Each certificated staff record must be submitted with a Statewide Educator Identifier (SEID; the acronym is pronounced "seed").

Staff on leave can be reported; however, their staff assignment records should reflect a non-classroom based or support assignment code of 6018 – *Employee on Leave*.

There are two types of staff data that LEAs must maintain in their local systems for submission to CALPADS. Each type of staff data is submitted to CALPADS in separate files and may come from different local systems (the abbreviations next to each type name are the CALPADS file codes):

- **Staff Demographics (SDEM):** This type includes demographic information on certificated staff, including employment start and end dates, total years of service in the education field, and total years of service in the given LEAs.

- **Staff Assignment (SASS):** This type includes job classification information on all certificated staff, as well as job assignment information for certificated staff in non-classroom based assignments. **NOTE:** Classroom-based or teacher assignment data are submitted in the Course Section Files. Information on Classroom-Based Staff Assignment can be found in the Course Data section of this guide.

Are classified staff data submitted to CALPADS?

No. LEAs cannot submit classified employee data to CALPADS; CALPADS will not accept classified employee data. Classified staff data is collected via the CDE's California Basic Educational Data System/Online Reporting Application (CBEDS-ORA).

Is a SEID required to report staff data?

Yes. SEIDs are required for the submission of staff demographic and staff assignment data to CALPADS. CALPADS will not accept staff records without SEIDs. Therefore, any educators who do not have SEIDS will not be included in data submission. The Commission on Teacher Credentialing (CTC) is responsible for assigning and maintaining SEIDs. For more information on SEIDs, see the relevant section in Chapter 1 in this guide.

Can non-certificated teaching and administrative staff acquire SEIDs?

Yes. There are three categories of teaching or administrative staff that do not require credentials; therefore, staff in any of these categories (listed in the table below) may not in fact possess SEIDs, but they are encouraged to request SEIDs, as noted below.

Category	Comment
Non-certificated Administrator	Data related to non-certificated administrators at the levels of assistant, deputy, associate superintendent, or higher have been reported to CBEDS in the past. If these staff do not have SEIDs, data related to these staff will not be maintained in CALPADS and will not be part of the LEAs' official staff counts.
	Non-certificated administrators may receive SEIDs from the CTC by requesting Certificates of Clearance. Once they have SEIDs, these staff will be included in the LEAs' official data.
Non-certificated Other	Data related to occupational therapists and psychometrists have been reported to CBEDS in the past. If these staff do not have SEIDs, data related to these staff will not be maintained in CALPADS.
	These "other" non-certificated staff may receive SEIDs from the CTC by requesting Certificates of Clearance. Once they have SEIDs, these staff will be included in the LEAs' official data.

Category	Comment
Charter School Non-certificated Teacher or Administrator	Prior to July 1, 2020, charter school teachers, teaching non-core courses, as well as charter school non-certificated administrators were not required to have SEIDs. Therefore, these staff have not been a part of the LEAs' official certificated staff counts.
	Beginning July 1, 2020, all charter school teachers are required to obtain a SEID from the Commission on Teacher Credentialing.
	Charter school non-certificated teachers may receive SEIDs from the CTC by requesting Certificates of Clearance. Once they have SEIDs, these staff will be included in the LEAs' official data.
	NOTE: In order to capture course completion data for students who are taking courses from charter school non-certificated teachers, LEAs have been able to submit—in the course section file, for such teachers without SEIDs—a "9999999999." Beginning July 1, 2020, the 9999999999 code will not be allowed for charter school teachers and administrators.

How do LEAs report teachers who may have SEIDs but who are not employed by the LEAs reporting the course enrollment?

LEAs may not know the SEIDs of teachers teaching course sections offered by their schools if those teachers are employed by other entities. In these cases, the LEAs should enter "9999999999" for the SEID in the course section record. This allows the course section to be reported, but does not require Staff Demographic or Staff Assignment records for these teachers.

Courses that students are taking should be reported in both the course enrollment and course completion files. Again, it is understood that sometimes it is not possible for staff information in these courses to be reported (thus the usage of the SEIDs, in these cases, as "9999999999").

Category	Comment
ROC/P courses	• Regional Occupational Centers and Programs (ROC/Ps) cannot submit data directly to CALPADS. ROC/Ps must submit their data through the LEAs in which the students are primarily enrolled.
	• Course sections administered by ROC/Ps should be reported by the LEAs for both course enrollment and course completion.
	• These course section records *do* require SEIDs; however, LEAs may not maintain SEIDs for teachers employed by ROC/Ps, and, in some cases, these teachers are not required to have SEIDs. Therefore, to enable the submission of course section records for ROC/P course sections in these instances, LEAs must use "9999999999" for these SEIDs.
	• NOTE regarding these course sections: In the "CTE Course Section Provider Code" field, LEAs should enter the code value for "Regional Occupational Centers and Programs."

Category	Comment
Courses taught on college campuses by college teachers	• Course sections taught on college campuses by college faculty not employed by the LEAs should be reported by the LEAs for both course enrollment and course completion. • These course section records *do* require SEIDs; however, LEAs may not maintain SEIDs for teachers employed by colleges, and, in most cases, these teachers are not required to have SEIDs. Therefore, to enable the submission of course section records for course sections in these instances, LEAs must use "9999999999" for these SEIDs.
Online courses taught by teachers who do not have SEIDs	• Course sections that are taught as online courses and are taught by teachers who do not have SEIDs should be reported with SEIDs of "9999999999."
Courses taught by teachers who are paid by other LEAs	• A course section *taught by a teacher who is paid by an LEA other than the LEA in which the course is taking place* should be reported with a SEID of "9999999999." • The LEA that employs the teacher should submit the Staff Demographic and Staff Assignment records for the teacher.

How do LEAs report ROC/P teachers?

Regional Occupational Centers and Programs (ROC/Ps) cannot submit data directly to CALPADS. ROC/Ps must submit their data through the LEAs in which the students are primarily enrolled. Thus, it is incumbent upon these LEAs to obtain these data from the ROC/Ps.

Course sections administered by ROC/Ps should be reported by the LEAs for both course enrollment and course completion. Course section records *do* require SEIDs, however, LEAs do not maintain SEIDs for teachers employed by ROC/Ps – and, in some cases, these teachers are not required to have SEIDs. Therefore, to enable the submission of course section records for ROC/P course sections, LEAs must use "9999999999" for these SEIDs.

NOTE: In the "CTE Course Section Provider Code" field, LEAs should enter the code value for "Regional Occupational Centers and Programs."

When should staff demographic data be submitted to CALPADS?

LEAs should update the staff demographic data in CALPADS on an ongoing basis. There are no staff demographic certification reports; however, in order to submit staff assignment data (non-classroom based or classroom based), individual staff demographic records must exist in CALPADS. Therefore, it is best to update CALPADS with staff demographic records on an ongoing basis, as staff enter and leave employment within the LEAs.

What are the benefits of updating CALPADS on an ongoing basis?

Keeping staff demographic data current in CALPADS minimizes workload during submission windows. For example, keeping staff demographic data current in CALPADS will facilitate the certification of staff assignment data (classroom based and non-classroom based) in the Fall 2 submission.

What reports must LEAs certify and when? What are the supporting reports?

Refer to Section 1.4.5 CALPADS Submissions, and Appendix B.

2.2.1.   Staff Demographics

The staff demographic data are submitted through the Staff Demographic (SDEM) file and includes demographic data on certificated staff and non-certificated staff with SEIDs who are actively employed by the LEAs.

The following table lists the specific staff-related demographic data elements that LEAs must submit online in CALPADS or through the SDEM file. Technical staff should refer to the CALPADS File Specifications for a complete list of the data elements required to submit a SDEM file.

Field Number	Data Element Public Name	Comment
7.08	Statewide Educator Identifier (SEID)	A valid SEID is required for the submission of staff demographic data to CALPADS. Records without valid SEIDs will not be accepted by CALPADS. The CTC is responsible for assigning and maintaining SEIDs. For information on SEIDS, refer to the CTC website at http://www.ctc.ca.gov. See the relevant section in Chapter 1 in this guide for methods regarding retrieving SEIDs. If a given staff member does not have a valid SEID, contact the CTC via e-mail at SEID@ctc.ca.gov.
7.09	Local Staff ID	This is the LEA's unique identifier assigned to a given staff member.
7.10-7.12	Staff Legal Name (first, middle, last)	The staff member's legal name (first, middle, last, suffix) should be used.
7.13-7.15	Staff Alias Name (first, middle, last)	An alias name for a staff member may be submitted. The intent of these elements is what name the staff likes to go by such as a nick name. NOTE: If there is a legal name change, this should be submitted as a legal name and NOT as an alias name.
7.16	Staff Birth Date	This element is used to validate the SEID.
7.17	Staff Gender Code	This element is used to validate the SEID.
7.18	Staff Hispanic Ethnicity Indicator	This is a "yes" or "no" response to the question, "Are you Hispanic?" This element reflects new federal requirements regarding how race/ethnicity information is collected.
7.19	Staff Ethnicity Missing Indicator	LEAs are required to report whether staff members' ethnicities are Hispanic. A response of "Y" for this data element indicates that a given staff member's reported ethnicity indicator has been left blank intentionally.

Field Number	Data Element Public Name	Comment
7.20-7.24	Staff Race Code	CALPADS will accept up to five races per staff member. See the CALPADS Code Sets, Race Category, for race code values.
7.25	Staff Race Missing Indicator	LEAs are required to report staff members' races. A response of "Y" for this data element indicates that a given staff member's reported race code fields have been left blank intentionally.
7.26*	Staff Highest Degree Code	This element represents the highest academic degree a given staff member has earned. For clarification on the hierarchy that should be applied when using these Degree Codes, see the table that follows this table. The table is in the Hierarchy for the "Staff Highest Degree Code" section of this document.
7.27	Staff Employment Status Code	This element represents a teacher's employment status, relative to the permanency of their employment. See the CALPADS Code Sets, Employment Status Category, for code values.

Note: This is only required to be populated for teachers with Education Service Job Classification Codes of 12 (Teacher), 26 (Non-certificated Charter School Teacher), or 27 (Itinerant/Pull-out/Push-in Teacher). Although the system will accept and store values in this field for Administrator and Pupil Service job classifications, the data are not applicable to those classifications. |
| 7.28 | Staff Employment Start Date | This element represents the first date that a given staff member was employed by the LEA. |
| 7.29 | Staff Employment End Date | This element represents the last date that a given staff member was employed by the LEA. |
| 7.30 | Staff Service Years LEA | This element represents the total number of years a given staff member has worked in a certificated position in the LEA (at any school).

NOTE: If the total number of years worked is less than one year, a "1" must be entered in this field. |
| 7.31 | Staff Service Years Total | This element represents the total number of years a given staff member has worked in a certificated position in any educational institution.

NOTE: If the total number of years worked is less than one year, a "1" must be entered in this field. |

Hierarchy for the "Staff Highest Degree Code"

The following table lists the hierarchy that should be applied when using the data element "Staff Highest Degree Code" (Field Number 7.26 listed in the previous table in this section, 2.2.1). The hierarchical ranks are listed in the column at the right.

Degree Type	Degree Description	Relative Rank (7=High, 0 = Low)
Doctorate	This is a doctoral degree. This may be a Ph.D., Ed.D., M.D., etc. The CDE refers to the degree in general terms as a "doctorate degree."	7
Special	The Special Degree is used to indicate the completion of a Juris Doctor degree.	7
Master Plus 30	This is a master's degree plus 30 or more additional semester units.	6
Master	The same applies to the master's degree as with the associate and bachelor's degrees. This may be an MA, MS, Master of Education, etc. The CDE refers to the degree in general terms as a "master's degree."	5
Fifth Year within BA	The Fifth Year within the BA (BS, Bachelor of Education, Bachelor of Music, etc. are also applicable) is primarily used with out-of-state or out-of-country educators to indicate the completion of a minimum of 150 semester units of course work completed within the bachelor's degree program. Individuals who have completed the 150 semester units of course work within the bachelor's degree are considered to have completed the equivalent of the Fifth Year of Study.	4
Fifth Year Induction	The Fifth Year Induction is used to indicate that a given individual has completed an induction program through an approved induction program sponsor.	4
Fifth Year	This degree type is used primarily with out-of-state or out-of-country trained educators who have completed a minimum of 30 semester units of graduate level course work after the completion of the bachelor's degree and without being granted a master's degree.	4
Baccalaureate Plus 30	The Baccalaureate Plus 30 is a bachelor's degree plus 30 or more additional semester units.	3
Baccalaureate	The same applies to the Baccalaureate as with the associate degree. This may be a BA, BS, Bachelor of Education, Bachelor of Music, etc. The CDE refers to the degree in general terms as a "bachelor's degree."	2
Associate	This is an associate degree. The degree may be an AA, AS, AAS (Associate of Applied Sciences), or ASN (Associate of Science Nursing). The degree is indicated on the transcripts submitted by the applicant, and the exact degree will vary by institution.	1
None	"None" means that there is no degree indicated on the transcripts submitted.	0

What staff should be included in this submission?

Data associated with the following staff should be included in this submission:

- Certificated employees employed in certificated positions in school districts, county offices of education, charter schools, schools administered by the Department of Corrections, Division of Juvenile Justice, or State Special Schools. Note that even if a given employee is on temporary leave, they should still be included.

- University interns or district interns authorized by the Commission on Teacher Credentialing and employed in certificated positions in school districts, county offices of education, charter schools, schools administered by the Department of Corrections, Division of Juvenile Justice, or State Special Schools.

- Non-certified instructors who are employed in charter schools and who are providing non-core, non-college prep instructional services, and who have SEIDs.

- Non-certificated administrators in school districts or county offices of education working at the levels of assistant, deputy, associate superintendent, or higher, who have SEIDs.

- Non-certificated administrators in charter schools, who have SEIDs.

- Substitute teachers (long-term and short-term) who are the teacher of record for a class.

- Itinerant teachers teaching at multiple sites within a district. Itinerant teachers may or may not be in the master schedule at a site.

- "Pull-out/push-in" teachers, also known as "resource teachers," teaching at multiple sites or at one site. Generally, these teachers are not in the master schedule.

- Individuals on provisional internship permits, short-term staff permits, or teacher/emergency permits.

What staff should *not* be included in this submission?

Data associated with the following staff should not be included in this submission:

- Employees in private schools.

- Certificated employees in adult education or preschools*.

- Certificated employees in before- or after-school child care programs that do not include instructional programs designed to meet requirements for promotion or grade-level standards.

- Staff who are not employed directly by the charter schools and who provide instructional services to charter school students.

- Classified employees in non-certificated positions below the level of assistant, deputy, or associate superintendent.

*If a given certificated employee in a preschool has a SEID, the staff may be included (it's optional).

When should these data be updated in CALPADS?

LEAs should update staff demographic data in CALPADS on an ongoing basis, as staff leave and enter employment with the given LEAs. If data are maintained on an ongoing basis, minimal updates are required in the fall submission. Minimally, staff demographic data should be updated at the start of the school year, in order to get ready for the Fall 2 submission of staff demographic data to CALPADS. Staff demographic data must also be updated for the EOY 1 – Course Completion submission, in order for CALPADS to capture information on any new teachers who have started employment in given LEAs after the Fall Census Day.

What reports must LEAs certify and when?

LEAs are not required to certify any specific reports related to staff demographic information. However, a staff demographic record must exist in CALPADS for any staff reported with a non-classroom based assignment. In addition the "years of service" should be verified because staff with two or fewer years of teaching experience is reported as "inexperienced" in California's Every Student Succeeds Act Consolidated State Plan. Therefore, staff demographic information should be up-to-date for the Fall 2 submission when staff assignment and course enrollment data are submitted. While there are no certification reports for staff demographic data, LEAs may view the following report if they wish:

- 4.4 – Staff Profile – List: This report lists all staff demographic information for individual staff members

Staff demographic data may also be used as a filter when viewing the following reports:

- 4.2 – Staff – Count and FTE by Job Classification – Disaggregated

- 4.3 – Staff Teaching Assignments – Detail

- 4.5 – Staff Non-Classroom Based or Support Assignment - Detail

How are staff demographic data used?

Federal reports created from the Staff Demographic data include:

- Staff FTE for EDfacts.

- ESSA Consolidated State Plan

State reports created from the Staff Demographic data include:

- Staffing reports on the CDE's DataQuest website: https://dq.cde.ca.gov/dataquest.

  o For example, Staff by Ethnicity/Race.

2.2.2. Job Classification and Non-Classroom Based Staff Assignment

The staff assignment data are submitted through the Staff Assignment (SASS) file and includes:

- Job classifications for all certificated staff (e.g. teacher, administrator, pupil personnel services), and

- Non-classroom based staff assignment data for certificated staff and non-certificated staff with SEIDs who are actively employed by the LEAs. Teacher assignment (i.e. the courses teachers teach) are not reported in the Staff Assignment file and are reported in the Course Section file. However, assignments for teachers who only have non-classroom based assignments are reported in the Staff Assignment file and not in the Course Section file.

LEAs may not submit classified employee data to CALPADS.

What is a "non-classroom based" or "support" assignment?

A non-classroom based or support assignment is an assignment that does not involve the instruction of students.

Pull-out/push-in instruction is not considered a non-classroom based or support assignment, because it involves the instruction of students.

How are Teacher Librarians reported?

Beginning in the 2015–16 academic year, "Teacher Librarian" (Code 0204) is no longer considered a "non-classroom based or support assignment." Because teacher librarians are required to have both teaching and library science credentials, these individuals should now be reported with Job Classifications of either "Teacher" (if teaching in a classroom setting) or "Itinerant/Pull-Out/Push-In Teacher" (if teaching in a pull-out library setting). Since these individuals are reported as teachers, they must have an associated course. State Course Code 6026 – (Teacher Librarian) Information and Digital Literacy and Digital Citizenship – is the course code that should be used for teacher librarians.

What are the staff assignment data elements?

The table below lists the specific *job classification and non-classroom based* staff assignment data elements that LEAs must submit to CALPADS (either online in CALPADS or through the Staff Assignment File). Technical staff should refer to the CALPADS File Specifications for a complete list of data elements required to submit the Staff Assignment File.

NOTE: Teaching assignments (courses that teachers are assigned to teach) are not collected separately *by teacher*. Rather, these assignments are collected by course section through the Course Section File. Refer to the Course sections in Chapter 2 of this guide for further information.

Field Number	Data Element Public Name	Comment
8.05	School of Assignment	Staff assigned to the district office should report the 7-digit county-district code for the reporting LEA.

Field Number	Data Element Public Name	Comment
8.07	SEID (Statewide Educator Identifier)	A valid SEID is required for the submission of staff data to CALPADS. Records without valid SEIDs will not be accepted by CALPADS. The CTC is responsible for assigning and maintaining SEIDS. For information on SEIDS, refer to the CTC website at http://www.ctc.ca.gov. See the relevant section in Chapter 1 in this guide for methods regarding retrieving SEIDs. If a given staff member does not have a valid SEID, contact the CTC via e-mail at SEID@ctc.ca.gov.
8.13	Staff Job Classification Code	Job Classification code values include: - Administrator. - Pupil Services. - Teacher. - Non-certificated Administrator. - Charter School Non-certificated Teacher. - Itinerant Teacher/Pull-Out/Push-In Teacher (Resource Teacher). NOTE: - If a teacher can be classified in both the Teacher and Itinerant or Pull-out/Push-in Teacher classifications, the Itinerant or Pull-out/Push-in Teacher classification should be used. - If a teacher has Non-Classroom Based Staff Assignments as well as regular teaching assignments, both the Classroom and Non-Classroom Based Assignments must be reported with the corresponding Job Classification code.
8.14	Staff Job Classification FTE Percentage	For each staff member reported, LEAs must report the percentage of full-time equivalency spent in each job classification, by school. Here are a couple of examples: For a staff member that is working half time (or 50%), it should be submitted as "50" or "50.0." If a principal works full time as a principal, then "100" should be reported, because 100% of the FTE is spent working in the classification of principal. NOTE: This represents a reporting change. Previously, LEAs reported FTE percentage by job assignment, and it is now to be reported as a percentage. The sum of all FTE percentages by job classification for each staff member cannot exceed 200%. The sum of all FTE percentages by job classification should be greater than or equal to 5%.

Field Number	Data Element Public Name	Comment
8.15–8.21	Staff Non-Classroom Based Job Assignment	LEAs must report all non-classroom based job assignments that each staff member has; up to 7 different assignments per job classification may be submitted. If a teacher's assignment does not involve the instruction of students (e.g., a teacher on special assignment doing curriculum development), the LEA should only report a non-classroom based or support assignment for that teacher in the Staff Assignment file. It is not necessary to submit a Course Section record for a teacher whose assignment does not involve the instruction of students.
		Any certificated employee, including a teacher, who is still employed with an LEA but has taken a temporary leave of absence from their staff assignments, may be submitted with a Non-Classroom Based or Support Assignment Code of 6018, "Employee on Leave." Note that in order to use Code 6018, a staff member cannot have ANY additional assignments.
		NOTE: Refer to the CALPADS Valid Code Combinations document for valid non-classroom based job assignment/job classification combinations. (The document can be found on the CALPADS System Documentation web page at https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp).

Job classification FTE percentage

LEAs must report the percentages of time spent in each job classification, *by school*. For example:

If ...	Then ...
● All of the staff time is devoted to the job classification of "Administrator,"	● Report 100% to the job classification of "Administrator."
● All of the staff time is devoted to teaching,	● Report 100% to the job classification of "Teacher."
● Half of the staff time is devoted to administration, *and*: ● The other half of the time is devoted to teaching,	● Report 50% to the job classification of "Administrator" and 50% to the job classification of "Teacher."

NOTE: The reporting of FTE by classification represents a reporting change. FTE will only be reported by job classification and not by assignment. In addition, the sum of the FTE percentage by job classification for each staff member cannot exceed 200%.

When should these data be updated in local systems?

Staff assignment data are submitted once a year, in the fall. LEAs do not need to update staff assignment data on an ongoing basis during the year. Staff assignment data should reflect assignments as of Fall Census Day.

What reports must LEAs certify and when?

LEAs are required to certify the following report related to *job classification* data as part of the Fall 2 submission:

- 4.1 – Staff – Count and FTE by Job Classification

How are non-classroom based staff assignment data used?

State reports created from the Staff Assignment – Non-Classroom Based data include:

- Staffing reports on the CDE's DataQuest website at https://dq.cde.ca.gov/dataquest:
  - o   For example, Number of Pupil Services by Type.

NOTE: There are no federal reports that collect data on staff assignments that are non-classroom based.

Non-classroom based assignment data are also provided to the Commission on Teacher Credentialing for assignment monitoring.

2.3. **Course Data Overview**

Contents

The Course Data section contains the following course-related topics:

What data are collected about courses?

Course data are submitted to CALPADS in the Course Section File and Student Course Section File. Each of these files have two records types, one type that collects data on course enrollment, and one type that collects data on course completion. The data collected on the course files can be described in the following broad categories.

- **Course Section ID and Class ID**

  The Course Section ID data element or field uniquely identifies an instance of course. It is included on both the Course Section and Student Course Section files and is used to link a specific instance of course, and all the information about the course, to the teacher teaching the course, and the students enrolled in the course or who completes the course.

  The Class ID field is used to determine how groups of students form physical "classes," regardless of course content. The Class ID field is only required for course enrollment data

collected in the fall, and the data are used to determine average class sizes and student-to-teacher ratios.

- **Course Content**

  Data elements related to course content provides information on the subject areas being covered by courses as identified by local course names and local course IDs that have been mapped to standard state course codes, state course descriptions, and content areas. Other course content fields provide information on the grade level of the course content and the standards to which course content are aligned.

- **Career Technical Education**

  A number of data elements are used for state and federal reporting for Career Technical Education (CTE). LEAs should refer to Section XXX of this Guide for a comprehensive description of how the data in CALPADS are used for CTE.

- **English Learner Services**

  A number of data elements are used to monitor whether English learners are receiving services.

- **Teacher Assignment Monitoring**

  Data derived from a number of data elements are provided to the Commission on Teacher Credentialing and are used in their California State Assignment Accountability System (CalSAAS) to identify questionable assignments or potential mis-assignments where the teacher teaching a course may not hold the appropriate credentials and/or authorizations to teach the course.

- **Student Course Enrollment and Completion**

  Student course enrollment data provide information on the number of students enrolled in various courses on Census Day, the first Wednesday in October, and student course completion data provide information on courses students completed, including credits and grades earned, during the school year. The course completion data help LEAs view courses transferring students have completed in other LEAs. These data are also used for federal Career Technical Education reporting, contributes to the College/Career Indicator (CCI) on the California School Dashboard, and are provided to the California Community Colleges and the California State University to help place enrolled students in appropriate postsecondary courses.

Which LEA staff need to be involved in maintaining local course information?

In order to ensure that course data are complete and to avoid any last-minute rework, the following LEA staff should be involved in collecting and maintaining course information in their local systems:

- Staff involved in curriculum development and approval of the courses of study or course catalogs.

- Human resources staff, such as credential analysts, who understand the credentialing requirements that teachers must have to teach different courses, and who monitor teacher assignments.

- Staff responsible for creating the schedule or master schedules for the school year.

- Staff involved in enrolling students in classes.

- Program staff associated with:

   o Ensuring that English learners receive services.

   o Career Technical Education, including technical preparation courses.

   o Special education.

   o Independent study.

   o Online learning.

   o Home and hospital.

   o Monitoring class size.

When should these data be updated in local systems?

LEAs should update course data when they are preparing master schedules for the coming school year. Collecting and updating the required information about courses requires coordination with multiple program staff within the LEAs. LEAs should annually review the mapping of local courses to state course codes and identify the course characteristics that must be reported for each course. LEAs should conduct this work prior to preparing their master schedules for the coming school year.

At the end of the year, timely submission of grade information into the local student information system will enable LEA staff to upload course completion data to CALPADS by the required deadlines.

What reports must LEAs certify and when?

Refer to Section 1.4.5 CALPADS Submissions, and Appendix B.

2.3.1.   Course Section ID and Class ID

The Course Section ID uniquely identifies an instance of course. It is used to link a specific instance of course, and all the information about the course, to the students enrolled in the course and the teacher who was assigned to teach the course on Census Day, and the students who completed the course and the teacher who was teaching the course at the end of the year. Therefore, the Course Section ID is reported on both the Course Section and Student Course Section files.

The Class ID field is used to determine how groups of students form physical "classes," regardless of course content. These data are used to determine average class sizes and student-to-teacher ratios. Note that for independent study, class size is irrelevant, and courses offered via independent study

are not included in any of the class size calculations. The Class ID is only required on the Course Section Enrollment (CRSE) file in the Fall 2 submission.

What are the Course Section ID and Class ID data elements?

Field Number	Data Element Public Name	Definition	Comment
CRSE: 9.14 SCSE: 10.14	Course Section ID	A unique identifier for a Course Section assigned by a local educational agency. The Course Section ID should be unique within a Local Course, Academic Term, School, and Academic Year. A Course Section ID represents a unique section of course content being taught by one or more teachers to a specific group of students.	Example: A unique course section ID would represent Teacher A teaching algebra 1 to a specific group of students on Monday, Wednesday, and Friday in first period. The same teacher delivering Algebra 1 to a different group of students in second period would be represented by a different unique course section ID.
CRSE: 9.18	Class ID	A unique identifier for a Class assigned by a local educational agency. The Class ID must be unique within a school by Academic Year. A Class ID represents a unique class in a school for an academic year. A Class is defined as a specific instance where one or more Course Sections are delivered to one or more students by one or more teachers. In most cases, a Class would represent a specific teacher teaching a specific Course Section to a set of students at a specific time at a specific location. In another scenario, a class could represent one teacher teaching multiple Course Sections to groups of students at the same time in the same location.	This is a required field only on the Course Section Enrollment (CRSE) file. Therefore, it is only collected as part of Fall 2 and it is not collected as part of EOY 1. This element allows multiple course sections to be counted as one class for class size analysis and enrollment reporting. Thus, this data is used to calculate class sizes based on students enrolled in courses on Census Day, the first Wednesday in October.

What is the difference between a course section and a class?

An LEA should take care to create and designate different courses and course sections to represent different content, even when the students from those different courses/course sections are actually physically being taught at the same time by a single teacher in the same class.

    Example:

Latin 1 and Latin 2 are taught by the same teacher, at the same time, and in the same classroom: Some of the students are receiving Latin 1 content and are enrolled in "Latin 1" with a given course section ID, and other students are receiving Latin 2 content and are enrolled in "Latin 2" with a different course section ID. All students, however, should be enrolled in the same "class" with the same "class ID" as all the students reflect the number of students physically in the classroom at the same time, being taught by the same teacher.

2.3.2. Course Content

Data elements related to course content provides information on the subject areas being covered by courses as identified by local course names and local course IDs that have been mapped to standard state course codes, state course descriptions, and content areas. Other course content fields provide information on the grade level of the course content and the standards to which course content are aligned.

What are the course content data elements?

The following data elements identify course content:

Field Number	Data Element Public Name	Definition	Comment
9.07	CRS-State Course Code	A coded value representing a state-level Course Group. Course Group State is defined as a state-level coding structure used to group a number of local-level course descriptions by major subject areas (e.g., English/Language Arts, Mathematics, etc.) or to indicate individual-level courses. LEAs should carefully map local courses into the State Course Codes based on the course content outlined in the State Course Code definition.	This is a required field.
9.08	CRS-Local Course ID	A unique identifier assigned to a course by a local educational agency. A Course is the organization of subject matter and related learning experiences provided for the instruction of students. This is usually maintained at the local level in the form of a course catalog. A Course is not the same thing as a Class.	This is a required field.

Field Number	Data Element Public Name	Definition	Comment
9.09	CRS-Course Name (local)	The formal name of a Course as established by the school or LEA. A Course is the organization of subject matter and related learning experiences provided for the instruction of students. This is usually maintained at the local level in the form of a course catalog. A Course is not the same thing as a Class.	This is a required field.
9.28	Course Content Area Subcategory Code	A coded value representing a more detailed subject matter within an area of course content. For example, "piano" is a subcategory of a "Music - Instrumental" course. The subcategories provide more specificity to general subject areas. For example, the subcategories indicate for a "World Language", the language that is being taught, e.g. Spanish. For some courses the subcategory is needed to identify whether the teacher teaching the course holds the appropriate credential. For other courses the subcategory is needed to inform technical assistance and professional development needs.	This is a required field for the following State Course Codes: 9000 – *Visual Art* 9051 – *Business* 9080 – Dance 9090 – *Theatre* 9130-37, 9155-57 – *World Languages* 9222 – *Applied Science Technology Engineering and Mathematics (STEM)* 9223 – *Humanities* 9291 – *Music – Instrumental (Performance Based)* 9292 – *Music – Instrumental (Non-Performance Based)* 9293 – *Music – Vocal (Performance-Based)* 9294 – *Music Vocal (Non-Performance Based)* 9316 – *Elective Physical Education* 9381 – *Media Arts* 9400 – *Agriculture (Non-Career Technical Assistance)*

Field Number	Data Element Public Name	Definition	Comment
9.13	CRS-UC CSU Approved Indicator	An indication of whether or not the UC/CSU systems have reviewed and approved the content of this course as meeting one or more of the A-G course admission requirements. A "Y" would indicate that the course is UC/CSU-approved, an "N" would indicate that the course is not.	This is a required field.
9.19	Course Section Instructional Level Code	A coded value representing the Course Non-Standard Instructional Level. A Course Non-Standard Instructional Level is a level at which the content of a specific course is taught that is either above or below a "standard" course instructional level. These levels may be identified by the actual level of instruction, for example, "remedial" or "college-level." They may also be identified by equating the course content and level of instruction with a state-or nationally-recognized advanced course of study such as International Baccalaureate or Advanced Placement.	This is not a required field. However, note that the following codes are used by the CDE in the calculation of the College/Career Indicators: 23 – *College Credit Only* 24 – *Dual Credit* NOTE: The previous Code 16 was retired in 2019–20.
9.29	CRS – Departmentalized Course Standards Grade Level Range Code	A coded value representing the range of grade level standards that are covered in the content of a course. Codes include: ELM – *Elementary K-4* MID – *Middle Grades 5-8* NOT – *Not Applicable* SEC – *Secondary 9-12*	This is a required field, and is important for assignment monitoring. When populating this field, the value should be based on the standards grade level of the course content and not the grade levels of the students enrolled in the course. For example, a remedial math course taught in high school might have a course standards grade level range of "MID".

Field Number	Data Element Public Name	Definition	Comment
9.30	CRS – Content Standards Alignment Code	A coded value representing the currency of the standards that were used to develop the content of a course.	This is a required field.
9.31	Charter Non-Core, Non-College Prep Course Indicator	An indication of whether or not a charter school has identified a course as non-core, non-college preparatory. Typically, non-core, non-college prep courses are not required for graduation.	This is currently a required field for charter schools, and is used to identify courses that do not require a credentialed teacher, allowing the charter school to indicate the course as being taught by a teacher identified with a generic Statewide Educator ID (SEID) of "9999999999". However, in 2019 legislation was enacted which phases in the requirement that all charter school teachers hold appropriate credentials, and beginning July 1, 2020, all charter school teachers will be required to have at least a certificate of clearance from the Commission on Teacher Credentialing, and will therefore be required to populate a SEID. Therefore, it is likely that this data element will be retired in 2020–21.

Why is mapping local course codes to state codes important?

Accurate mapping of each local course to state course codes is critical because it is the basis for monitoring whether teachers hold appropriate credentials and authorizations. It is also important to indicate the course content subcategory if required and the grade-level range of the course content because both of these elements are critical to determining whether a teacher holds an appropriate credential or authorization to teach the course.

Accurate mapping of local courses to state course codes is also important to provide the public with a picture of the courses being offered in California's public schools statewide, and by district and school. It also helps the state and counties focus technical assistance efforts.

To accurately map local courses to state course codes it is critical that staff who are very familiar with course curriculum content participate in this task. These staff should be familiar with both the curriculum of local courses and the state course code definitions so that they can accurately map local courses into the appropriate state courses.

Where is the list of state course codes?

The state course codes (formerly CBEDS assignment codes) are included in the CALPADS Code Set, under *Course Group State,* and valid state course code combinations can be found under the under the Course Group Master Combo tab of the CALPADS Valid Code Combinations document. Refer to Section 1.2 *CAPADS Documents* for the location of the CALPADS Code Set and CALPADS Valid Code Combinations document. It should be noted that the state course codes were significantly updated in 2019–20. The code ranges and corresponding subject areas are provided in the table below:

Code Range	Subject Area
1000	Self-Contained Class
7000 - 8999	Career Technical Education
9000 – 9020's	Visual Arts
9050's	Business (non-CTE)
9060's	Computer Science
9080's	Dance
9090's	Theatre and Film
9100 – 9120's	English Language Arts
9130 – 9150's	World Language
9160's	Health
9170 – 9200's	History Social Science
9210	Miscellaneous/Interdisciplinary (AVID, Community Service, Student Government, Applied STEM, Humanities, Yearbook, MESA, Social-Emotional Learning, Resource Specialist Program, Life Skills)
9240 – 9280's	Math
9290 – 9300's	Music
9310's	Physical Education
9320 – 9360's	Science
9370's	Safety Education, Driver Education, Military Science
9380's	Media Arts
9400	Agriculture (Non-CTE)

Code Range	Subject Area
9380's	Media Arts
9500's	Work Experience (General and CTE)

2.3.3.   Career Technical Education

A number of data elements in the Course Section Completion (CRSC) File and the Student Course Section Completion (SCSC) file provide information the CDE requires for state and federal reporting related to Career Technical Education (CTE). These data are submitted and certified as part of End-of-Year (EOY) 1. See the Career Technical Education section in Chapter 3, *Student Populations and Program Areas,* in this guide for a full explanation of how all CALPADS data are used for CTE reporting.

What are the Career Technical Education data elements?

Field Number	Data Element Public Name	Definition	Comment
9.07	CRS-State Course Code	A coded value representing a state-level Course Group. Course Group State is defined as a state-level coding structure used to group a number of local-level course descriptions by major subject areas (e.g., English/Language Arts, Mathematics, etc.) or to indicate individual-level courses.	This is a required field. CTE course codes are 7000–8999. Students who complete a CTE course are counted for state and federal CTE reporting as "CTE Participants."
9.08	CRS-Local Course ID	A unique identifier assigned to a course by a local educational agency. A Course is the organization of subject matter and related learning experiences provided for the instruction of students. This is usually maintained at the local level in the form of a course catalog. A Course is not the same thing as a Class.	This is a required field.

Field Number	Data Element Public Name	Definition	Comment
9.09	CRS-Course Name (local)	The formal name of a Course as established by the school or LEA. A Course is the organization of subject matter and related learning experiences provided for the instruction of students. This is usually maintained at the local level in the form of a course catalog. A Course is not the same thing as a Class.	This is a required field.
9.12	CRS-CTE Postsecondary Articulated Course Indicator	An indication of whether or not a Career Technical Education course has been designated as a Postsecondary Articulated Course. A Postsecondary Articulated Course is a course within a CTE technical career pathway or program that has been articulated with a postsecondary education institution. Successful completion of an articulated course may result in the student meeting the prerequisite requirements for a higher-level course in this course sequence upon enrollment in a postsecondary institution.	N/A
9.26	Education Program Funding Source Code	A coded value representing the Education Program that represents a particular source of previous or current funding. For example, if a course section is or was previously funded specifically with funding from the California Partnership Academies Program. Codes include: 113 – *California Partnership Academy*	N/A

Field Number	Data Element Public Name	Definition	Comment
9.27	CTE Course Section Provider Code	A coded value representing the Career Technical Education Course Provider Category. A Career Technical Education Course Provider Category is a category best describing the entity that is providing a Career Technical Education course. Codes include: 1 – *Regional Occupational Center or Program (ROC/P)* 2 – *District*	This is a required field for CTE courses. CTE courses include State Course Codes 7000–8999.
9.32	AP/IB Course Code Cross Reference	The four-digit cross reference to the actual AP or IB State Course Code for AP or IB courses that a local educational agency has mapped to a Career Technical Education (CTE) State Course Code (7000-8999) because that course is part of a CTE pathway.	Currently, LEAs are forced to choose between either the CTE State Course Code or the AP or IB Course Code. This allows the LEA to use the CTE State Course Code in the State Course Code field, while at the same time providing the cross-reference to the actual AP or IB course code.
9.36	High Quality CTE Course Indicator	Indicates whether the course section and teacher meet the High Quality CTE Course qualifications.	This is a required field if the State Course Code is a CTE course (7000–8999).

Should LEAs report courses that their students complete at a Regional Occupational Center?

Yes. The LEA where the student is primarily enrolled should report all CTE courses that students at a Regional Occupational Center (ROC) because ROCs cannot report course completion data directly to CALPADS.

2.3.4. English Learner Services

Certain data elements are used to monitor whether English learners are receiving required services. See the English Learners section in Chapter 3, *Student Populations and Program Areas,* in this guide for a full explanation of how these data elements are used for monitoring including what reports must be certified.

What are the English Learner Services data elements?

Field Number	Data Element Public Name	Definition	Comment
9.20	Education Service Code	A coded value representing an Education Service. An Education Service is specific service or services that are performed within an Education Service Category. Every Education Program provides one or more services to students. Each of these services falls within an Education Service Category. Codes include: 1– *Primary Language and Designated and Integrated English Language Development (ELD) Instruction* 2 – *Designated ELD Instruction Only* 3 – *Integrated ELD Instruction Only* 4 – *Designated and Integrated ELD Instruction But not Primary Language Instruction* 5 – *No English Learner Services* 6 – *Other English Learner Service*	This is a required field if there are English learners enrolled in the course. This field is only required on the CRSE (Course Section Enrollment) for the Fall 2 submission. This field is to monitor whether English learners receive English language services as required by state and federal law.
9.21	Language of Instruction Code	The Language in which instruction is provided or received. Language is defined as communication through ruled governed systems of spoken, signed, or written words common to a people of the same community or nation.	This is a required field if the Education Service Code is 1 – *Primary Language and Designated and Integrated English Language Development (ELD) Instruction*

How does the CDE use this data for monitoring whether English learners are receiving services?

As part of Fall 2, LEAs certify the following reports:

- 2.4 – English Learner Education Services – Student Count Unduplicated

This report provides the total number of English learners (ELs) at each school, and of those ELs, the English Learner Education Service (see Education Service codes) they are receiving in the course sections they are enrolled in. Students receiving multiple EL Services are reported in only one EL Service based on hierarchy rules. The CDE may monitor schools if they report students as "No English Learner Services Reported" (Code 5 – *No English Learner Services*).

2.3.5. Teacher Assignment Monitoring

Data derived from specific data elements or fields in the Course Section Enrollment (CRSE) file and Student Course Section Enrollment (SCSE) file are provided to the Commission on Teacher Credentialing (CTC) to identify questionable assignments or potential mis-assignments through the California State Assignment Accountability System (CalSAAS). LEAs will be required to address questionable assignments identified by CalSAAS through that system. For more information on CalSAAS refer to the CTC Web Site.

Many of these data elements were also included in previous sections describing how course data are used.

What are the assignment monitoring data elements?

Field Number	Data Element Public Name	Definition	Comment
9.16	SEID	A unique identifier assigned to each Educator in the California public education system by the California Commission on Teacher Credentialing. This identifier is known as the Statewide Educator Identifier (SEID).	This is a required field. The CTC is the authoritative source for the credentials and authorizations held by those working in positions in California public schools that require a California credential or authorization. The CTC uses the SEID to identify the credentials and authorizations certificated staff hold.
9.17	Local Staff ID	A unique identifier assigned to a Staff member by the local educational agency. This may or may not be the same as the identifier assigned to a staff member at the school level.	This is a required field.

Field Number	Data Element Public Name	Definition	Comment
9.25	Multiple Teacher Code	A coded value representing the Multiple Teacher Code. A Multiple Teacher Instruction Strategy is a category describing the strategy used when there is more than one Teacher teaching a Class. Codes include: 1 – *Team Teaching* 2 – *Job Sharing*	This is not a required field but should be populated if a course section is being taught by multiple teachers. This is an important field for assignment monitoring. In Team Teaching only one of the teachers must hold the appropriate credential/authorization. In Job Sharing, both teachers must hold the appropriate credential/authorization.
9.07	CRS-State Course Code	A coded value representing a state-level Course Group. Course Group State is defined as a state-level coding structure used to group a number of local-level course descriptions by major subject areas (e.g., English/Language Arts, Mathematics, etc.) or to indicate individual-level courses.	This is a required field.
9.08	CRS-Local Course ID	A unique identifier assigned to a course by a local educational agency. A Course is the organization of subject matter and related learning experiences provided for the instruction of students. This is usually maintained at the local level in the form of a course catalog. A Course is not the same thing as a Class.	This is a required field.

Field Number	Data Element Public Name	Definition	Comment
9.09	CRS-Course Name (local)	The formal name of a Course as established by the school or LEA. A Course is the organization of subject matter and related learning experiences provided for the instruction of students. This is usually maintained at the local level in the form of a course catalog. A Course is not the same thing as a Class.	This is a required field.
9.14	Course Section ID	A unique identifier for a Course Section assigned by a local educational agency. The Course Section ID should be unique within a Local Course, Academic Term, School, and Academic Year. A Course Section ID represents a unique section of course content being taught by one or more teachers to a specific group of students.	This is a required field.

Field Number	Data Element Public Name	Definition	Comment
9.28	Course Content Area Subcategory Code	A coded value representing a more detailed subject matter within an area of course content. For example, "piano" is a subcategory of a "Music - Instrumental" course. The subcategories provide more specificity to general subject areas. For example, the subcategories indicate for a "World Language I", the language that is being taught, e.g. Spanish.	This is a required field for the following State Course Codes. The courses in bold face require a subcategory for assignment monitoring purposes. **9000 – *Visual Art*** **9051 – *Business*** **9080 – *Dance*** **9090 – *Theatre*** **9130-37 – *World Languages*** **9155 – *Elementary or Middle School World Language*** **9222 – *Applied Science Technology Engineering and Mathematics (STEM)*** **9223 – *Humanities*** 9291 – *Music – Instrumental (Performance Based)* 9292 – *Music – Instrumental (Non-Performance Based)* 9293 – *Music – Vocal (Performance-Based)* 9294 – *Music Vocal (Non-Performance Based)* 9316 – *Elective Physical Education* 9381 – *Media Arts* 9400 – *Agriculture (Non-Career Technical Assistance)*

Field Number	Data Element Public Name	Definition	Comment
9.29	CRS – Departmentalized Course Standards Grade Level Range Code	A coded value representing the range of grade level standards that are covered in the content of a course. Codes include: ELM – *Elementary K-4* MID – *Middle Grades 5-8* NOT – *Not Applicable* SEC – *Secondary 9-12*	This is a required field, and is important for assignment monitoring. When populating this field, the value should be based on the standards grade level of the course content and not the grade levels of the students enrolled in the course. For example, a remedial math course taught in high school might have a course standards grade level range of "MID".
9.20	Education Service Code	A coded value representing an Education Service. An Education Service is specific service or services that are performed within an Education Service Category. Every Education Program provides one or more services to students. Each of these services falls within an Education Service Category.	This field is only required on the Course Section Enrollment record as part of Fall 2. Depending on the Education Service provided, the CTC monitors to see whether the teacher has the appropriate authorization.
9.22	Instructional Strategy Code	A coded value representing the Instructional Strategy. Instructional Strategy is defined as a method used to deliver curriculum and instruction. Codes include: 300 – *Home and Hospital* 700 – *Special Education*	This field is not a required field, but it is important for assignment monitoring because teachers teaching in home and hospital settings and special education settings have more flexible credential requirements under *Education Code* Section 44865.

Field Number	Data Element Public Name	Definition	Comment
9.23	Independent Study Indicator	An indication of whether or not a course section is taught by way of independent study, which is defined as students working independently, according to a written agreement and under the general supervision of a credentialed teacher. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning. (Education Code sections 51745 et seq.)	This field is not a required field but it is important for assignment monitoring because teachers teaching independent study have more flexible credential requirements under *Education Code* Section 44865.
9.24	Distance Learning Indicator	An indication of whether or not Course Section instruction was delivered by way of distance learning. See CFS for the full definition.	If the Distance Learning Indicator in "Y" then Field 9.34 - *Online Course Instruction Type Code* must be populated.
9.33	Online Course Instruction Type Code	A coded value representing the type of online instruction that is being delivered in a course section. Codes include: 1 – *Instructor-led* 2 – *Facilitated* 3 – *Learner-led*	This field is not a required field but it is important for assignment monitoring because courses that are Instructor-led and Facilitated require an appropriately credentialed teacher. Courses that are Learner-led do not require an appropriately credentialed teacher.

Field Number	Data Element Public Name	Definition	Comment
9.34	Middle School Core Course Indicator	An indication of whether or not a course in grades five through eight is being taught as part of a middle school core setting. For example, a two-period block of math and science in grades five through eight could be considered a middle school core setting. Teachers with a multiple subject credential or two single subject authorizations are authorized to teach in a middle school core setting. A Y would indicate that the course is part of a middle school core setting, an N would indicate that the middle school course is not part of a middle school core setting.	This field is required if the Departmentalized Course Standards Grade Level Range is "MID" (Middle Grades 5-8). This field is used only for assignment monitoring and enables CTC to determine whether teachers teaching Middle School Core Courses have the appropriate credentials. For example, teachers teaching a Middle School Core Course (e.g. one two-period course that includes both English language arts and History) can do so with a multiple subjects credential versus a single subject credential in English language art and a single subject credential in History.
9.35	Local Assignment Option Code	A coded value representing the local assignment option approved by the local governing board to authorize a teacher to teach a course without the appropriate credential or authorization.	This is not a required field. If this field is not populated for a course in which the reported teacher is teaching the course under a local assignment option then it will likely be identified in the California State Assignment Accountability System (CalSAAS) administered by the Commission on Teacher Credentialing as a questionable assignment or potential mis-assignment. LEAs will also have an opportunity to indicate the teacher is teaching under a local assignment option in CalSAAS, thereby "clearing up" the questionable assignment. However, to avoid these assignments from showing up in CalSAAS, LEAs should strive to populate this field.

Field Number	Data Element Public Name	Definition	Comment
9.31	Charter Non-Core, Non-College Prep Course Indicator	An indication of whether or not a charter school has identified a course as non-core, non-college preparatory. Typically, non-core, non-college prep courses are not required for graduation.	This is a required field for charter schools, and is used to identify courses that do not require a credentialed teacher, allowing the charter school to indicate the course as being taught by a teacher identified with a generic Statewide Educator ID (SEID) of "9999999999". However, beginning July 1, 2020, all charter school teachers will be required to have at least a certificate of clearance from the Commission on Teacher Credentialing, and will therefore be required to populate a SEID.

What teacher do we report on Census Day?

LEAs should report the permanent teacher contractually responsible for the instruction of the pupils in the classroom and maintenance of the school record/register.

Who do we report if the permanent teacher is not teaching on Census Day?

LEAs should still report the permanent teacher. LEAs should only report a substitute (long-term or short-term substitute) in course sections for which LEAs do not have permanent teachers.

Are all teaching assignments monitored?

A SEID is required for each course section record that is monitored. The following teaching assignments are not monitored through CalSAAS and SEIDs are not required:

- Non-credentialed teachers teaching non-core courses in charter schools. (This will change in 2020–21.)

- Teachers teaching course sections administered by Regional Occupational Centers or Programs.

- College professors teaching college courses to K–12 students for high school or college credit.

- Teachers employed by another LEA (Staff Demographic and Assignment records for these teachers should be reported by the employing LEA).

- Teachers employed by a Nonpublic Nonsectarian Certified school (NPS).

- Teachers employed by the private sector.

In any of these cases, a "9999999999" must be used in the "SEID" field in the course section record.

How are multiple teacher assignments (job sharing and team teaching) reported?

Job sharing and team teaching are handled through the Course Section record in a data element named Multiple Teacher Code. When a given class is reported as having multiple teachers assigned, CALPADS requires the reporting of more than one course section record, and LEAs will receive an error if only one record is reported.

For multiple teacher assignments, districts must submit course section records for all teachers involved in the multiple teacher assignments. In these situations:

- The Class ID should be the same in all course section records.

- Each Course Section record will reflect the SEID of one of the teachers participating in the multiple teacher assignment.

How should LEAs report independent study courses in CALPADS for assignment monitoring?

The CDE recognizes that most independent study programs do not have traditional "master schedules," making it challenging to submit independent study courses to CALPADS that include the content of courses taught at the secondary school level in course enrollment and course completion records.

Since teachers teaching independent study have more flexible credential requirements under *Education Code* Section 44865, for course enrollment, LEAs may report independent study courses using the Course Group State Code – 1000 – *Self-Contained*, with Field 9.23 – *Independent Study Indicator* populated with "Y."

2.3.6.   **Student Course Enrollment and Completion**

Student Course enrollment and completion data provide information about individual student enrollment in courses (for students in grades K–12), and individual student completion of departmentalized courses (for students in grades 7–12). The data are submitted through the Student Course Section file, for which there are two record types: Student Course Section Enrollment (SCSE) and Student Course Section Completion (SCSC).

The data submitted on the SCSE and SCSC files include (1) data elements that link the records to the Course Section Enrollment (CRSE) and the Course Section Completion (CRSC) files which include information about the courses students were enrolled in or completed, and (2) data elements that link records to the Student Information (SINF), Student Program (SPRG), and Student English Language Status (SELA) files, which provide information about the students enrolled in or completing courses. The data elements on these files were described in previous sections.

What are the requirements for submitting student course *enrollment* data?

Student course enrollment data are submitted on the Student Course Section Enrollment (SCSE) file and are certified as part of the Fall 2 submission.

LEAs may submit data at any time during the Fall 2 submission window. The course enrollment data should reflect the courses offered and the students enrolled in those courses on Census Day, the first Wednesday in October. If Census Day occurs when some enrolled students are in tracks that are off-session, the Fall 2 submission should include the course sections and the students enrolled in those course sections scheduled on the first day that the tracks are in session after Census Day. LEAs are not required to submit changes to course and student course data that occur after Census Day.

It should be noted that student course enrollment data are not linked to student course completion data. In other words, the CDE does not check to see if the courses students were enrolled in the Fall were completed by the student at the end of the year.

LEAs are not required to submit course enrollment data for the following:

- Adult classes

- Child center/preschool classes

- Before- or after-school child care programs

- Pull-out or push-in instruction taught by an itinerant or pull-out/push-in teacher, or resource teacher – unless the course section already exists in the master schedule

- Students primarily enrolled in a non-public nonsectarian certified school (NPS school)

LEAs are not required to submit course enrollment data for the following activities:

- Lunch

What are student course enrollment data used for?

The CDE uses these data to determine the number of students in "classes" or class size and to provide the public with information on the courses being taught in California public schools. These data are reported to the public through DataQuest.

What are the requirements for submitting student course *completion* data?

Student course completion data are submitted on the Student Course Section Completion (SCSC) file and are certified as part of the End-of-Year (EOY) 1 submission.

LEAs may submit course completion data either after the completion of an official grading period in which credits are awarded, or at the end of the year when students have completed all courses for the school year. LEAs should not submit "progress report" grades, but only grades earned when credits are awarded.

LEAs should submit all the courses students completed during the school year, the credits they attempted and received, and the grades they earned. These data are required for any departmentalized courses students complete in grades 9-12. These data may be submitted for any departmentalized courses student complete in grades 7-8. If course completion data are submitted for students in grades 7-8, only grades earned are required.

What are student course completion data used for?

These data are used for federal Career Technical Education reporting, contributes to the College/Career Indicator (CCI) on the California School Dashboard, and are provided to the California Community Colleges and the California State University to help place enrolled students in appropriate postsecondary courses.

Student course *enrollment* and *completion* data elements

Field Number	Data Element Public Name	Definition	Comment
CRSC 9.07	CRS-State Course Code	A coded value representing a state-level Course Group. Course Group State is defined as a state-level coding structure used to group a number of local-level course descriptions by major subject areas (e.g., English/Language Arts, Mathematics, etc.) or to indicate individual-level courses.	Specific State Course Codes (see table below) indicate courses in which the student received college credit. Completion of these courses is used in part in the College/Career Indicator on the California School Dashboard as an indication that a student is college or career ready.
CRSC 9.14	Course Section ID	A unique identifier for a Course Section assigned by a local educational agency. The Course Section ID must be unique within a school by Academic Year. A Course Section ID represents a unique section of course content being taught by one or more teachers to a specific group of students.	This is a required field on both the SCSE and SCSC record types. This data element also appears on the Course Section Enrollment (CRSE) file and the Course Section Completion (CSRC) file and serves to link the student to the course. All the information about the course are not repeated on the Student Course Section files, rather only the information specific to the student (e.g. the course section that the student is enrolled in or completed, and credits and grades earned) are submitted on this file.
CRSC 9.19	Course Section Instructional Level Code	A coded value representing the Course Non-Standard Instructional Level. A Course Non-Standard Instructional Level is a level at which the content of a specific course is taught that is either above or below a "standard" course instructional level.	Course Non-Standard Instructional Level Code 23 – *College Credit Only, and* Code *24 – Dual Credit,* are used in part in the College/Career Indicator on the California School Dashboard as an indication that a student is college or career ready.

Field Number	Data Element Public Name	Definition	Comment
SCSE SCSC 10.01	Record Type Code	A category describing the type of data record being submitted.	This is a required field. It specifies whether the file is being used to report student course section enrollment (SCSE) data or student course completion (SCSC) data. Some of the data elements on this file are required for both record types. Most of the data elements are required for the SCSC record type.
SCSE SCSC 10.14	Course Section ID	A unique identifier for a Course Section assigned by a local educational agency. The Course Section ID must be unique within a school by Academic Year. A Course Section ID represents a unique section of course content being taught by one or more teachers to a specific group of students.	This is a required field on both the SCSE and SCSC record types. This data element also appears on the Course Section Enrollment (CRSE) file and the Course Section Completion (CSRC) file and serves to link the student to the course. All the information about the course are not repeated on the Student Course Section files, rather only the information specific to the student (e.g. the course section that the student is enrolled in or completed, and credits and grades earned) are submitted on this file.
SCSC 10.15	Academic Term Code	A coded value representing an Academic Term. An Academic Term is the period of time into which the education institution divides the academic year for the purpose of instruction.	This is a required field on the SCSC.
SCSC 10.16	Student Credits Attempted	A count of the credits (Carnegie units) attempted by a student for a specific Course Section.	This is a required field on the SCSC for students in grades 9-12.
SCSC 10.17	Student Credits Earned	A count of the credits (Carnegie units) earned after a student completes a specific Course Section.	This is a required field on the SCSC for students in grades 9-12.

Field Number	Data Element Public Name	Definition	Comment
SCSC 10.18	Student Course Final Grade	The final grade a student received after completing a specific Course Section.	This is a required field when: 1. The record type is SCS 2. The grade level of the student is 9-12 3. The course is not a self-contained course
SCSC 10.19	UC/CSU Admission Requirement Code	A coded value representing University of California or California State University College Admission Course Requirement that a high school course has been determined to meet. This determination is made by the UC/CSU systems.	This is not a required field, but should be populated for courses students take that have been approved by UC/CSU as meeting a college admissions course requirement.
SCSC 10.20	Marking Period Code	A coded value representing the name or description of the period within a course session in which a course mark (grade) is given to a student for a particular course.	This is a required field on the SCSC.

How are student course completion data used for state and federal Career Technical Education reporting?

Under the federal Strengthening Career and Technical Education for the 21st Century Act (referred to as Perkins V), the CDE is required to report CTE "participants" which is defined as any secondary student completing a Career Technical Education (CTE) course. The CDE identifies CTE participant counts from the EOY 1 course completion data.

In addition, the records of students that LEAs report as CTE pathway completers in the Student Career Technical Education (SCTE) file are compared to the CRSC and SCSC files to validate that the students reported as pathway completers, completed the capstone course in the pathway they completed.

How are course completion data used for the California School Dashboard?

Data submitted on the Course Section Completion (CRSC) and Student Course Section Completion (SCSC) files as part of the EOY 1 submission are used to identify whether students in the 4-year Adjusted Cohort Graduate Rate (ACGR) are prepared for college/career as measured by the College/Career Indicator (CCI) on the California School Dashboard.

For the CCI, the CDE extracts course completion data from the CALPADS Operational Data Store (ODS) for students in the 4-year Adjust Cohort Graduate Rate (ACGR) after the EOY certification deadline (close of the Amendment Window). Since the data are extracted after the EOY 1 certification deadline following the fourth year of the cohort, the course completion data for students in the ACGR for their twelfth-grade year will be the same as the course completion data LEAs certified as part of

EOY 1 for that year. However, for the prior three years, the data that are extracted and used for the CCI are from the ODS and will therefore include any course completion data that were certified in prior years and were subsequently updated.

The course data used in the CCI are:

State Course Code (Field #9.07)	State Course Code Name	Course Section Instructional Level Code (Field #9.19)	Students Credits Earned (#10.17)	Student Course Final Grade (#10.18)
9020	College Credit Course – Visual Arts	n/a	*	**
9082	College Credit Course – Dance	n/a	*	**
9096	College Credit Course – Theatre	n/a	*	**
9120	College Credit Course – English Language Arts	n/a	*	**
9154	College Credit Course – World Languages	n/a	*	**
9200	College Credit Course – History/Social Science	n/a	*	**
9227	College Credit Course – Other	n/a	*	**
9273	College Credit Course – Mathematics	n/a	*	**
9303	College Credit Course – Music	n/a	*	**
9358	College Credit Course – Science	n/a	*	**
9373	Leadership/Military Science	n/a	*	**
7000–8999	Any CTE course code	Code 23 – College Credit Only or Code 24 – Dual Credit	n/a	n/a
7000–8999	CTE courses designated as the "capstone" course in a pathway in conjunction with data from the Student Career Technical Education (SCTE) file indicating that a student was a CTE completer.	n/a	*	Must be C- or better for CTE completers

*Must be populated

** Must be a C- or better or passing

Are LEAs required to report courses that students take or complete at Regional Occupational Centers and Programs?

LEAs should report Regional Occupational Centers and Programs (ROC/Ps) courses that students enroll in and complete because ROC/Ps and cannot submit data directly to CALPADS. ROC/P course data are submitted by the LEAs in which the students are primarily enrolled.

For ROC/P courses, LEAs should indicate in the course section record(s) that the courses are administered by ROC/P by populating Field 9.27 – *CTE Course Section Provider Code*, with Code 1 – *Regional Occupational Center or Program*.

If LEAs do not have SEIDs and staff information for ROC/P teachers, LEAs should submit "9999999999" as the SEIDs for the teachers in the Course Section record.

Are LEAs required to report courses that students take or complete at colleges?

LEAs should report college courses that students complete at colleges campuses because students completing college courses with a C- or better, or passing, is one factor used in determining whether students are prepared for college/career on the CCI.

For college courses, LEAs should indicate in the course section record(s) that courses are college level by using the appropriate CALPADS Course Code (*College Credit Only* course), or by populating for a CTE courses, Field 9.19 – *Course Section Instructional Level Code* with either code 23 – *College Credit Only*, or code 24 – *Dual Credit*. LEAs should only report a course as "College Credit Only" if the student earns college credit upon completion. The student may earn high school credit in addition, but the student must also earn college credit in order to be reported as "Dual Credit". Additionally, these coded values should not be used for Advanced Placement or International Baccalaureate courses.

If LEAs do not have SEIDs and staff information for college teachers, LEAs should submit "9999999999" as the SEIDs for the teachers in the Course Section record.

How should LEAs report student enrollment in and completion of independent study courses for secondary school students?

The CDE recognizes that most independent study programs do not have traditional "master schedules," making it challenging to submit independent study courses to CALPADS that include the content of courses taught at the secondary school level in course enrollment and completion records.

As stated in the section on Assignment Monitoring, since teachers teaching independent study have more flexible credential requirements under Education Code section 44865, for course enrollment, LEAs may report independent study courses using the Course Group State Code – 1000 – *Self-Contained*, with Field 9.23 – *Independent Study Indicator* populated with "Y".

It is important, however, for LEAs to submit the independent study courses that secondary students complete in high school that reflect the content of the courses because, it is helpful information when students transfer to their schools, and if students eventually enroll in a community college or a California State University, the data may be used to help determine the placement of students in appropriate postsecondary courses. To submit course completion data for secondary students completing independent study courses that reflect course content, LEAs should submit course sections for each unique teacher/content area combination. The appropriate course state code should be used, and Field 9.23 – *Independent Study Indicator* should be populated with "Y". For example:

Educational Data Management Division
California Department of Education

- Section 1 – Teacher A English

- Section 2 – Teacher A Math

- Section 3 – Teacher A History

- Section 4 – Teacher B English

- Section 5 – Teacher B Math

- Section 6 – Teacher B History

Are charter schools required to submit grades and credits for students in grades 7–12?

Charter schools with students in grades 7–12 that, as a policy, do not award credits and/or grades, are not required to do so.

Chapter 3. **Student Populations and Program Areas**

This chapter contains information about how the student, staff, and course data are used to create required state and federal reports in specific program areas or in accountability areas such as *graduates* and *dropouts*. This chapter reflects student, staff, and course data elements already described in the Data Groups chapter of this guide; with the exception of data collected on the Career Technical Education (CTE) and Student English Language Acquisition (SELA) files, no "new" data are introduced in this section. Rather, this chapter describes how different student, staff, and course data are combined to meet reporting requirements for specific student populations and program areas.

This chapter should help users understand the parameters around the collection, maintenance and submission of the student, staff, and course data related to student populations and program areas. This chapter should give users a good understanding of:

- The state and federal reports associated with given student populations and program area data.

- The business rules that pertain to certain types of data.

- What data must be maintained in local systems.

- When data should be available in local systems.

- When the data will be needed for submission to CALPADS.

- How to prepare for each submission.

Contents

This chapter contains the following topics:

3.1. **Student Populations Overview**

The Student Populations section contains the following student populations topics:

3.1.1. **Economically and Socioeconomically Disadvantaged Students**

This section describes the type of data that are collected and utilized to identify students who are economically disadvantaged (also referred to as "Free or Reduced-Price Meal Eligible" or "FRPM-Eligible") and socioeconomically disadvantaged. These data are important because economically disadvantaged students generate additional funding for LEAs and socioeconomically disadvantaged students constitute a student group for state and federal accountability measures.

This section contains information relevant to the economically and socioeconomically disadvantaged student populations mentioned above, and it includes sub-sections that cover the following topics:

Explanation regarding why "economically disadvantaged" is the same as "FRPM-eligible"

Eligibility for Free or Reduced-Price Meals (FRPM) under the National School Lunch Program (NSLP) is established based on a determination that a student's income or the student's household income is below 130 percent of the federal poverty level (eligible for a free lunch) or between 130 percent and 185 percent of the federal poverty level (eligible for a reduced-price lunch).

In addition, under NSLP, some categories of students, such as homeless, foster, and migrant students, are deemed "FRPM eligible" without an application that determines income level. California uses FRPM-eligibility as a proxy for determining which students are low-income and therefore economically disadvantaged. That is why students who are economically disadvantaged are also referred to as "FRPM-Eligible."

How is eligibility for FRPM determined?

Eligibility for FRPM can be determined in the following ways:

- A student meets National School Lunch Program (NSLP) income criteria as documented by an NSLP application form on file at the school or district. (For these students, LEAs must submit Education Program Code 181 – *Free Meal* or 182 – *Reduced-price Meal* to CALPADS.)

- A student is identified by the LEA to meet the same household income eligibility criteria required by the NSLP as documented on an alternative household income data collection form (For these students, LEAs must submit Education Program Code 181 – *Free meal* or 182 – *Reduced-price meal*).

- A student is categorically eligible for FRPM based on his or her status as:

  - o Migrant (program code 135);

  - o Homeless (program code 191);

  - o Foster as identified through a statewide match with California Department of Social Services foster data (program code not needed); or

  - o Participating in the Food Distribution Program on Indian Reservations (FDPIR) (program code 181—free meal).

- A student is directly certified as eligible for free meals or reduced-price based on the CALPADS state-administered automatic match with the eligibility data from California Department of Social Services' CalFresh (California's implementation of the federal Supplemental Nutrition Assistance Program or SNAP, which was formerly known as Food Stamps) and CalWORKs (California's implementation of the federal Temporary Assistance for Needy Families or TANF) programs, and with the California Department of Health Care Services', MediCAL programs. The identification of students eligible for free or reduced-price meals are maintained in CALPADS and made available to LEAs. LEAs do not need to submit a program record for these students.

- A student is directly certified as eligible for free meals based on a match conducted by an LEA and its county welfare department of student enrollment and CalFresh and CalWORKs eligibility data (For these students, LEAs must submit Education Program Code 181 – *Free meal*).

Is there an eligibility hierarchy?

A student can be determined eligible for free or reduced-price meals using a variety of methods; however, for state reporting purposes, a student's status should never be downgraded from free to reduced, in the same academic year. For example, if a student is eligible for free meals by application but then later appears with a reduced-price record in the direct certification extract, the student would retain their free status Furthermore, there is a hierarchy that should be used when determining which method to use to determine a student's eligibility:

4. Direct Certification through Supplemental Nutrition Assistance Program (SNAP)

5. Direct Certification through Temporary Assistance for Needy Families (TANF)

6. Local direct certification match through TANF

7. Other Source Categorical Eligibility (homeless, migrant, foster, KinGAP)

8. Direct Certification through MediCAL for Free meals

9. Free by application

10. Direct certification through MediCAL for Reduced-Price meals

11. Reduced-price meals by application

Can eligibility statuses ever be downgraded?

Yes, after an application is verified and the student is found to be ineligible. The only valid reason for downgrading a student's meal eligibility status is when an electronic or paper National School Lunch Program application is submitted for the student, the application is later selected for verification during the annual verification process, and it is subsequently determined that the student does not meet the eligibility criteria after verification.

What is the difference between economically disadvantaged and socio-economically disadvantaged?

Socioeconomically disadvantaged students are economically disadvantaged **or** have parents who did not graduate from high school.

The following table outlines the difference between "Economically Disadvantaged" and "Socioeconomically Disadvantaged":

Criteria Used	*Economically Disadvantaged* Used to generate additional funding for LEAs	*Socioeconomically Disadvantaged* Used as an accountability student group
Eligible for FRPM (by any of the determinations noted in last section)	Y	Y
Parent is not a high school graduate	N	Y

What data are used to determine economically or socio-economically disadvantaged status?

The data used to determine whether or not a student is identified as economically or socioeconomically disadvantaged are submitted by LEAs through the Student Program (SPRG) file and the Student Information (SINF) file, or are the result of a statewide match conducted by CALPADS of enrollment data submitted by LEAs and data from California Department of Social Services (CDSS) and California Department of Health Care Services (CDHCS) systems.

Data submitted by LEA to CALPADS:

Field Number	Data Element Public Name	Comment	Economically Disadvantaged	Socio-economically Disadvantaged
3.13	Education Program Code	The following program codes submitted in the Student Program (SPRG) file. ● Free or Reduced-Price Meal (181 or 182) ● Migrant Education (135)* ● Homeless (191)*	X	X
2.50	Parent Guardian Highest Education Level Code	The following code for this element submitted in the Student Information (SINF) file: ● "Not a High School Graduate" (Code 14)	n/a	X

Student enrollment data matched with CDSS and CDHCS data:

Data Set	Economically Disadvantaged	Socio-economically Disadvantaged
CALPADS state-administered automatic match with California's CalFresh, CalWORKs and MediCAL eligibility data.	X	X
CALPADS state-administered automatic match with foster data identifying that a student is a foster youth as defined by the Local Control Funding Formula.	X	X

NOTE: LEAs do not need to submit any program records for students directly certified or identified as foster youth through the statewide matching processes conducted through CALPADS.

*LEAs must also submit additional data elements when submitting these programs. Specifically, when submitting a migrant program record, the Migrant Student ID field must also be populated, and when submitting a homeless record, the dwelling type and Unaccompanied Youth and Runaway Youth indicators are required. For more information, see sections on migrant, homeless, and foster students in this chapter.

What reports must LEAs certify and when?

LEAs are required to certify the following reports as part of Fall 1 related to *economically disadvantaged student* data:

- 1.1 – Enrollment – Primary Status by Subgroup

- 1.17 – FRPM/EL/Foster - Count

LEAs should note that on Report 1.1:

- The "Socio-Economically Disadvantaged" column displays an aggregate count of socioeconomically disadvantaged students enrolled on Census Day. This count includes the students who *may* be included in the socioeconomically disadvantaged accountability student group if they are continuously enrolled to the first day of state testing.

LEAs should note that on Report 1.17:

- The "Total Unduplicated Eligible Free/Reduced Meal Counts" column (K–12) reflects the LEA's certified economically disadvantaged student count used to determine grant eligibility for numerous programs.

- The "Total Unduplicated Eligible Free/Reduced Meal Counts" column with filter "Age Eligibility" is used to determine federal Title I and Title II allocations for county offices of education and direct funded charter schools.

- The "Unduplicated FRPM/EL/Foster Youth" column (K–12) is used as the starting point for determining the Unduplicated Pupil Percentage (UPP) used in calculating LEAs' supplemental and concentration grants under the Local Control Funding Formula (LCFF).

- Students enrolled in kindergarten (Grade: "KN-Kindergarten") whose fifth birthday is after December 2nd of the selected "Academic Year" are excluded from the LCFF count in the Age Filter = LCFF.

How are economically disadvantaged data used?

Counts of economically disadvantaged students are used in a variety reports and downloadable files published on DataQuest. Specifically, Census Day (first Wednesday in October) counts of economically disadvantaged students certified by LEAs as part of their Fall 1 submission are used to create these files posted on DataQuest:

- **Student Poverty – FRPM Data:** This file is used to determine whether schools are eligible to participate in certain grant programs, such as the After-School Education and Safety Program and 21st Century Community Learning Centers Program. The FRPM eligible count of students ages 5–17 is used to determine Title I and II funding allocations for county offices of education and direct funded charter schools.

- **CALPADS Unduplicated Pupil Count (UPC) Source File:** The CALPADS Unduplicated Pupil Count (UPC) Source File is used as the starting point for determining the Unduplicated Pupil Percentage (UPP) used in calculating LEAs' supplemental and concentration grants under the Local Control Funding Formula (LCFF).

When should these data be updated in local systems?

Best practices for LEAs is to submit parent education data and the program eligibility data elements following the enrollment of students with new SSIDs, or to submit updates to existing data upon enrolling transferring students, if applicable. See Section 2.1.3, *Student Program – Eligibility and Participation,* in this guide for more information about when to update student program data.

LEAs should also update student address information for all students at least annually. This is because the student address is used (however, it is not required) in the CALPADS state-administered automatic match with California's CalFresh, CalWORKS, and MediCAL eligibility data, and an

updated address will increase the likelihood of an accurate match and identification of a student as FRPM-eligible.

What are the benefits of updating CALPADS on an ongoing basis?

These data elements are used throughout the year. Updating these data elements on an ongoing basis minimizes the LEAs' workload during submission windows and prior to pulls of CALPADS data for accountability and assessment registration purposes.

3.1.1.1. Defining and Reporting FRPM Eligibility in Provision Schools

This section discusses the requirements for determining economically disadvantaged students or Free or Reduced-Price Meal (FRPM) eligibility in schools under a National School Lunch Program (NSLP) Provision 2 or 3, and Community Eligibility Provision (CEP).

What is an NSLP Provision school?

There are two types of NSLP provision schools:

1. **Provision 2 and 3 Status:** Under the NSLP, LEAs may apply to the CDE for Provision 2 or 3 status. Schools with a Provision 2 or 3 status receive reimbursements for meals served, based on participation in a "base year" during which NSLP eligibility applications are collected in order to establish percentages of students eligible for FRPM. Schools on a provision 2 or 3 status are then prohibited from collecting eligibility applications in the subsequent years, but must collect eligibility applications again when it is time to reestablish a new base year.

2. **Community Eligibility Provision (CEP) Status:** Under the NSLP, LEAs may apply to the CDE for CEP status if they meet certain criteria. The CEP uses information from other programs instead of information from traditional NSLP applications, and these schools in fact *never collect NSLP eligibility applications*. Schools participating under the CEP receive reimbursements for meals served based on the "Identified Student Percentage" (ISP) established as of April 1 of the year prior to starting participation in the CEP. If the ISP increases in years two through four, a school may apply for their reimbursements to be paid based on the higher ISP. The ISP will never go lower than the ISP identified in the base year. "Identified students" are students directly certified for free meals who receive CalFresh, CalWORKs, MediCAL or Food Distribution Program on Indian Reservations (FDPIR) benefits, and the extension of these benefits to students within the same household. It also includes students certified as foster, homeless, migrant, runaway, or participating in Head Start Programs.

How do provision schools collect income eligibility data?

For non-provision schools, income eligibility data are obtained from the NSLP application, through direct certification processes, or through categorical eligibility; however, because Provision 2 or 3 are prohibited from collecting NSLP applications once the school's status is established, and CEP schools never collect NSLP applications, it is necessary to collect income information in an alternative manner, such as from an *alternative household income data collection form*, to determine which students (if they are not directly certified or categorically eligible) are economically disadvantaged.

NOTE: Students completing an alternative household income data collection form at a Provision 2 or 3 or CEP school who do NOT meet the income eligibility criteria will still receive free meals because of the school's status, but should NOT be reported in CALPADS as FRPM eligible.

How often must provision schools collect these data?

Provision 2/3 and CEP schools may establish a "base year" for the collection of this income information for LCFF. This is distinct from the "base year" for Provision 2/3 schools, however, schools may perform the LCFF base year data collection during the same year that they establish a new "base year" under the NSLP; in this case, income information from NSLP applications should be used for Provision 2/3 schools. However, LEAs choosing to establish a base year that is different from a Provision 2/3 base year must collect income data for all eligible students *at least once every four years*, and collect income data for every newly enrolled student in the intervening years.

NOTE: A school may use NSLP application forms to collect household income data as permitted under the provisions of the NSLP. If the use of NSLP application forms is not permitted, a school must use alternative household income data collection forms.

When and how should CALPADS be updated with FRPM eligibility data from provision schools?

Even though NSLP applications or alternative household income forms are only collected every four years for existing students in provision schools, *FRPM program eligibility data for students must still be submitted to CALPADS every year.*

For existing students, the eligibility data that are submitted to CALPADS are based on the student's income eligibility information established in the base year. LEAs should annually submit a program record with a Free Meal Code (181) or Reduced-Price Meal code (182) if the student was FRPM eligible.

For new students, LEAs must collect a household income data collection form, and then submit a program record with a Free Meal Code (181) or Reduced-Price Meal code (182) based on the household income level reported on the alternative household income data collection form.

What information must be collected on an alternative household income form?

Alternative household income data collection forms that contain the following minimum information would be considered valid documentation:

- Information to identify the child(ren).

- Information sufficient to determine that the child or household meets federal poverty income eligibility requirements based on family income and household size, and if so, whether household income is below 130 percent of the federal poverty level (eligible for a free lunch) or between 130 percent and 185 percent of the federal poverty level (eligible for a reduced-price lunch). (The distinction between free and reduced-price eligibility is needed for federal data reporting, not the LCFF.)

- Certification that information is true.

- Parent/guardian signature, printed name, and date signed.

- Confidentiality statement.

The CDE has developed several sample forms to collect income eligibility information: Please note that these forms are not designed for and should not be used to determine eligibility for free or reduced-priced meals under the NSLP. The sample forms are posted on CDE's LCFF Frequently Asked Questions web page at https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp. Click on the "Unduplicated Pupils at Schools with Provision 2 and 3 or Community Eligibility Provision (CEP) Status" link.

3.1.1.2.   Direct Certification Data Matching

What is state versus local direct certification?

CALPADS conducts a statewide match each month with data from the California Department of Social Services (CDSS) and the California Department of Health Care Services (DHCS) to identify students who are directly certified (DC) to receive free or reduced-price meals under the National School Lunch Program. LEAs can download the results from the statewide match into their local system.

LEAs or county welfare departments can also conduct local matches to identify students directly certified to receive free or reduced-price meals. LEAs must submit a Free Meal or Reduced-Price Meal program record to CALPADS for students determined eligible from a local matching process.

How does the statewide direct certification process work?

CALPADS student enrollment data are sent to CDSS on the 2nd of every month (or next business day if the 2nd falls on a weekend or holiday.) CDSS performs a match using the following business rules:

1. Enrolled students are first matched against Supplemental Nutrition Assistance Program (SNAP), and then Temporary Assistance for Needy Families (TANF) name (first name, last name), birthdate, gender, and full address.

2. Any unmatched records are then matched against SNAP, then TANF with name (first name, last name), birthdate, gender, and county of the address.

3. Any unmatched records are then matched against SNAP, then TANF with name (first name, last name), birthdate, and gender (no address).

4. Any unmatched records are then matched against MediCAL data with name (first name, last name), birthdate, gender, and full address.

The results are then imported into CALPADS for the LEA to download.

What are the hierarchy of direct certification results?

When the results are imported into CALPADS, there are business rules that determine which statuses can be upgraded for a particular student. The direct certification (DC) status of a student can be upgraded through the academic year, but never downgraded through the year. The following hierarchy of values is used to determine whether the student's result should be upgraded or remain the same:

1. S = Certified for Free meals via the SNAP program, the highest DC value a student can receive. One a student obtains a status of "S", it can NEVER be downgraded in the academic year

2. T = Certified for Free meals via the TANF program. A status of "T" can ONLY be upgraded to "S".

3. M = Certified for Free meals via the MediCAL program. A status of "M" can only be upgraded to "T" or "S".

4. R = Certified for Reduced meals via the MediCAL program. A status of "R" can only be upgraded to "M", "T", or "S".

5. N = Not Certified via statewide matching process. A status of "N" can be upgraded to ANY other status.

NOTE: The Certification Date will not change unless the value is upgraded from "Not Certified" to "Certified."

Free versus Reduced Records

CALPADS may store up to two statewide DC records per student if they are first qualified as REDUCED, then later in the academic year qualified as FREE. If the FREE record appears first, the student will only have one record for the year.

If the determination was made locally and the LEA has submitted a 181(Eligible for Free) record, it should NOT be followed by 182 (Eligible for Reduced).

Academic Year Rollover

CALPADS will only provide the current Academic Year (AY) results, up to June 30th of each AY. LEAs are encouraged to download their results as of July 1st of the current AY to obtain complete results for the AY prior to the rollover.

Other Resources

- CDE's Nutritional Services Division: Direct Certification web page at httpss://www.cde.ca.gov/ls/nu/sn/directcert.asp.

- The USDA (United States Department of Agriculture) Eligibility Manual for School Meals web page at https://www.fns.usda.gov/cn/eligibility-manual-school-meals. Here is a direct link to the Eligibility Manual for School Meals (Determining and Verifying Eligibility) (Published July 2017): https://fns-prod.azureedge.net/sites/default/files/cn/SP36_CACFP15_SFSP11-2017a1.pdf

3.1.2.   English Learners

This section describes the types of data that are collected and used to report on students whose primary language is other than English or American Sign Language, and who have been determined to have an English Language Acquisition Status (ELAS) of "English learner" or "EL" based on the Initial English Language Proficiency Assessment for California (ELPAC). LEAs also submit for ELs, the language acquisition program they are participating in and the services they are receiving through

their courses. LEAs are required to submit this information to CALPADS in order for the CDE to create required state and federal reports, to monitor whether English learners are receiving English language development services, to calculate funding for certain programs, and to determine the English learner student group for state and federal accountability measures. Previously these data were collected through the Language Census, which was an aggregate report collected in the spring.

What is "primary language"?

In CALPADS, "Primary Language" means the language that is used to determine whether or not the student needs to be assessed with the Initial English Language Proficient Assessments for California (ELPAC). This language is determined from information submitted to LEAs on the Home Language Survey (HLS), or through other local processes. A student's primary language should never change.

For students whose primary means of communication is sign language:

- If all responses on the HLS reflect American Sign Language (ASL), then the primary language is "37 – S*ign Language.*"

Otherwise:

- If responses on the HLS reflect ASL and another non-English language, then the primary language is the non-English language indicated.

Otherwise:

- If responses on HLS reflect a sign language other than ASL, then the primary language is "99 – *Other Non-English Language.*"

In the latter two cases, the student may be tested to determine whether English learner services are needed.

How do LEAs assess new students for English language proficiency? How do LEAs submit the resulting English Language Acquisition Status to CALPADS?

LEAs are required to assess students new to California public schools, who based on the Home Language Survey, may require English language development services. LEAs must assess these students with the Initial English Language Proficiency Assessment for California (ELPAC) within 30 days of enrollment. Currently the Initial ELPAC is a paper-pencil test. LEAs assess the student and then load the results of the Initial ELPAC into the Test Operations Management System (TOMS) Local Scoring Tool (LST) which produces an English Language Acquisition Status (ELAS) of English Learner (EL) or Initial Fluent English Proficient (IFEP).

However, to load Initial ELPAC results in the TOMS LST, students must first have an enrollment and an ELAS of "to be determined" or "TBD" in CALPADS. This is done by submitting the following for each student, to CALPADS:

- A Student Enrollment (SENR) record with the student's actual start date

- A Student English Language Acquisition (SELA) record with:

  o An ELAS of "TBD"

- o   An ELAS Start Date of the current date

- o   A primary language other than English or American Sign Language

● A Student Information (SINF) record with the student's address to facilitate mailing of assessment results home.

Once these records have been uploaded to CALPADS, within approximately 48 hours, the student will appear on the TOMS, Initial Eligible Student List. Once a student is on this list, LEAs will be able to load the student's scores, and the "Date Testing Completed" into the TOMS LST. The LST will produce for the student an overall scale score, an overall performance level, an ELAS of EL or IFEP, and the "Date Testing Completed," which the LEA can download for upload to the LEA's student information system (SIS). The LEA must then send a new SELA record to CALPADS with the following:

● The new ELAS for the student (EL or IFEP)

● An ELAS Start Date of the "Date Testing Completed"

NOTE: Beginning July 1, 2020 the Initial ELPAC will become an online assessment and the resulting EL or IFEP statuses will transfer directly to CALPADS. However, in order to take the Initial ELPAC, students will still need to have a CALPADS enrollment and ELAS of "TBD".

When should the ELAS be updated in CALPADS?

In general, LEAs should maintain students' ELAS using the SELA on an ongoing basis, updating any changes to ELAS as they occur. Specifically: Update students' English Language Acquisition Status (ELAS) in CALPADS using the SELA:

● Upon enrollment of a NEW student (brand new SSID) in kindergarten through twelfth grade, who are identified as needing to be assessed with the Initial English Language Proficiency Assessment for California (ELPAC), s LEAs should submit a SELA with an ELAS of "TBD" in order for the student to be assessed with the Initial ELPAC. LEAs must assess students with the ELPAC within 30 days of enrollment. See section above, *"How do LEAs assess new students for English language proficiency? How do LEAs submit the resulting English Language Acquisition Status to CALPADS?"*

LEAs must assess NEW students even if they have an ELAS from another state of EL or who may have been Reclassified Fluent-English Proficient (RFEP) in another state. These students must still be assessed with the ELPAC upon enrollment in a California public school. Therefore, the initial ELAS Code for a new student can never be "RFEP."

Note: During the Fall 1 submission, LEAs will receive a warning certification error for students who have had an ELAS of TBD for more than 90 days from the ELAS Start Date. Since LEAs are required to assess students with the Initial ELPAC within 30 days of a students' enrollment, LEAs should always be able to update students' ELAS within 90 days of students' ELAS of TBD. Beginning July 1, 2020, students' ELAS of EL or IFEP will be updated in CALPADS directly from the assessment vendor upon students' completion of the Initial ELPAC, and LEAs will no longer be able to submit ELAS statuses of EL or IFEP.

- Until July 1, 2020, upon receiving the results of the Initial ELPAC, LEAs should update CALPADS with an ELAS of IFEP or EL. This is important because it identifies students for services and enables ELs to take the Summative ELPAC.

- Upon reclassifying students from EL to Reclassified Fluent English Proficient (RFEP), LEAs should update CALPADS with an ELAS of RFEP. RFEP students are not required to take the summative ELPAC.

LEAs do not need to update the ELAS of incoming students transferring from another California school whose statuses already exist in CALPADS. Instead, LEAs should update their student information system with students' ELAS in CALPADS. CALPADS provides students' current ELAS on various extracts to facilitate this process.

What are the benefits of keeping students' English Language Acquisition Statuses updated in CALPADS?

Keeping student ELAS data current in CALPADS:

- Ensures that LEAs have access to current data on students transferring to their schools, thus helping schools place new students in appropriate programs.

- Ensures students have access to the appropriate English Language Proficiency Assessment for California (ELPAC).

- Minimizes LEAs' workload during submission windows by ensuring students' most recent ELAS' are available to create the English learner student group used for many state and federal reports, and accountability measures on the California School Dashboard.

When must LEAs submit, update, and exit language instruction programs in CALPADS?

All English learners are required to participate in a language instruction program (LIP) that provides English language development instruction. Upon determining that a student is an English learner, the LEA should place the student in a language instruction program that includes English language development. This data should be maintained in LEAs' local student information systems and submitted to CALPADS through the Student Program (SPRG) file. The LEA should update CALPADS when the student changes programs or exits the program.

LEAs should not annually close SPRG language instruction program records at the end of the school year if returning students will continue in the same program the following school year. For students exiting the school, these records may, but are not required to be closed. Students who are reclassified to RFEP may exit LIP programs, but do not have to exit LIP programs if they are still participating in the program.

The language instruction programs that students may participate in include the following:

Education Program Code	Name of New Education Program Code
300	LIP – Developmental Bilingual Program
301	LIP – Dual-Language Immersion Program

Education Program Code	Name of New Education Program Code
302	LIP – Heritage or Indigenous Language
303	LIP – Newcomer Program (Various Models)
304	LIP – One-Way Immersion Program
305	LIP – Structured English Immersion Program or other predominantly English Language Instructional Models
306	LIP – Transitional Bilingual Program

When must LEAs submit and update English learner *services* data in CALPADS?

As part of the Fall 2 submission, LEAs submit the courses students are enrolled in on Census Day, the first Wednesday in October. On the Course Section Enrollment (CRSE) file, LEAs submit the English language services being provided in courses that English learners are enrolled in on Census Day. LEAs certify reports detailing the English language services being provided in courses, and whether no services are being provided in courses in which English learners are enrolled.

The English learner services data should be updated and included in LEAs' local student information systems prior to the start of the school year when course master schedules are being finalized. For many school districts this occurs in the prior spring. Human resources and program staff should ensure that teachers teaching courses with English learner services attributes have the appropriate credentials and authorizations to provide the specific English language services.

During the Fall 2 submission, program staff at the LEAs should review certification report 2.4 – *English Learner Education Services – Student Count Unduplicated* to ensure that the data are accurate because the CDE uses this information to monitor whether LEAs are providing English language development services to English learners. The data are also provided to the Commission on Teaching Credentialing to monitor whether teachers hold the appropriate authorizations to provide the specified English learner services.

What are the student English learner data elements?

Data related to student English language acquisition are collected through the following files:

- Student English Language Acquisition (SELA)

- Student Information (SINF)

- Student Program (SPRG)

- Course Section Enrollment (CRSE)

- Student Course Section Enrollment (SCSE)

	Data Element Public Name	
SELA 12.13	English Language Acquisition Status Code	The potential code values include: ● English or American Sign Language **only** (EO). ● English Learner (EL). ● Initially Fluent-English Proficient (IFEP). ● Reclassified Fluent-English Proficient (RFEP). ● To Be Determined (TBD). Also, see "What are appropriate uses of ELA statuses?" Students new to the State of California who may have been Reclassified Fluent-English Proficient (RFEP) in another state must still be assessed with the ELPAC upon enrollment in a California public school. Therefore, the initial ELAS Code for a new student can never be "RFEP."
SELA 12.14	English Language Acquisition Status Start Date	● The Start Date must be provided for EO, EL, IFEP, and RFEP students, and for students who are TBD in grades K–12. ● The Start Date must be included each time there is a change in status. ● If an LEA submits the same status with a more recent Start Date, CALPADS will reject the record and maintain the existing start date. ● The Start Date for EO should align with the first day of the student enrollment. ● The Start Date for RFEP should fall with an enrollment period.
SELA 12.15	Primary Language Code	To be an English learner, the Primary Language Code must be a language other than English or American Sign Language. This element should be established *once* and should not change throughout the course of the student's academic career. This is true even when the English language acquisition status of an English learner is changed to Reclassified Fluent English Proficient (RFEP). This element is required for students in grades kindergarten through 12. It is NOT required and should not be submitted for pre-kindergarten students.
SINF 2.36	Student Initial US School Enrollment Date K–12	This element reflects the initial U.S. school enrollment date in *kindergarten through 12th grade.* The element *is required* for English learners, though the data element is not used to determine English learners.

	Data Element Public Name	
SINF 2.31-2.35	Address	These elements are for the student's address. LEAs should submit this information for English learners when the LEA submits the SELA with a TBD status, if the LEA would like the address to be included on the student score report to facilitate mailing the score report home.
SPRG 3.13	Education Program Code	English learners are required to participate in a Language Instruction Program (LIP).
CRSE 9.20	Education Service Code (English Learners)	All EL students should be in course sections that provide EL services (this is usually based on the teacher's credentials and authorizations*). The potential code values include:
		1 – *Primary Language Instruction and Designated and integrated English Language Development (ELD) Instruction*
		2 – *Designated ELD Instruction Only*
		3 – *Integrated ELD Instruction Only*
		4 – *Designated and Integrated ELD Instruction But Not Primary Language Instruction*
		5 – *No English Learner Services*
		6 – *Other English Learner Service*
		*For more information on which teaching credentials and authorizations are required to provide specific English learner services, reference the following document published by the California Commission on Teacher Credentialing: *Serving English Learners*: http://www.ctc.ca.gov/credentials/leaflets/cl622.pdf.
		NOTE: This field is required for all course sections that have EL students.
CRSE 9.21	Language of Instruction Code	This element is to be submitted if primary language instruction is provided (in a language other than English) and/or a bilingual strategy is being used. The language to submit here is the non-English language.

What are appropriate uses of ELA statuses?

The following table outlines when it is and is not appropriate to submit specific ELA statuses in CALPADS. Additionally, refer to the CALPADS Valid Code Combinations Document, "Current ELAS – Submitted ELAS" tab, for all valid combinations for current ELAS codes and any subsequent ELAS codes being submitted to CALPADS:

ELAS	Appropriate Use	Inappropriate Use	Result of Inappropriate Use
TBD	Use this status when a student has not yet been assessed with the Initial ELPAC or the results from the ELPAC are not yet known.	DO NOT use this status for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students or when a student transfers to your district from another California district.	If submitted for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult students, those records will not be included in any EL reports and the records will be rejected. If submitted for a student with an existing ELAS in the system, the record will be rejected.
EO	Use this status when a student does not need to be assessed with the ELPAC because he or she shows no indication of needing English learner services.	DO NOT use this status for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students or for students who were assessed with the ELPAC and designated as IFEP.	If submitted for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult students, those records will be rejected. A student should never be designated EO if they took the ELPAC. However, the system will allow a status change of EO to IFEP because the EO status may have been in error.
EL	Use this status when a student has taken the Initial ELPAC and the results indicate that the student is an English learner.	DO NOT use this status for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students. There is currently no assessment to determine whether or not pre-kindergarten students are English learners.	If submitted for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult students, those records will not be included in any EL reports and the records will be rejected.
IFEP	Use this status when a student has taken the Initial ELPAC and the results indicate that the student is proficient in English.	DO NOT use this status for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students or for students who have never taken the ELPAC, including pre-kindergarten students.	If submitted for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult students, those records will be rejected. A student should never be designated IFEP if they have NOT taken the Initial ELPAC. However, the system will allow a status change of EO to IFEP because the EO status may have been in error.

ELAS	Appropriate Use	Inappropriate Use	Result of Inappropriate Use
RFEP	Use this status when a student was designated as an English learner, and subsequently has met all four criteria specified in Education Code section 313(f) for being reclassified to RFEP, which includes, beginning January 2019, receiving an Overall Performance Level of 4 on the Summative ELPAC.	DO NOT use this status for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students or for students who were never designated as an English learner in a California public school. If a student was RFEPed in another state, the student must still be assessed with the ELPAC and therefore the initial status would be EL or IFEP.	If submitted for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult students, those records will be rejected. If submitted for a student WITHOUT an existing ELAS in the system, the record will be rejected.

What are valid English language acquisition status sequences?

The following English language acquisition status sequences are followed in CALPADS. LEAs should enforce these sequences at the local level to ensure that the English language acquisitions status data in CALPADS are current and accurate.

If a Student's ELAS in CALPADS is…	Then the only valid changes that can be submitted in batch or online are…	Then the only valid changes that can be made online with a correction code are…	Rationale
None	TBD- To be determined EO – English Only EL – English Learner IFEP – Initial Fluent English Proficient	n/a	Students who were never designated as an English learner in a California public school cannot be RFEP. If a student was reclassified in another state, the student must still be assessed with the Initial ELPAC and therefore the initial status would be EL or IFEP.

If a Student's ELAS in CALPADS is…	Then the only valid changes that can be submitted in batch or online are…	Then the only valid changes that can be made online with a correction code are…	Rationale
TBD	EO – English Only EL – English Learner IFEP – Initial Fluent English Proficient	**EO with correction code:** 1 – *Evidence of Non-English Primary Language* **IFEP with correction code**: 1 – *Evidence of Non-English Primary Language*	A status of TBD must be submitted as soon as it is determined that the student must be assessed for English language services. A status of TBD is required for a student to be tested with the Initial English Language Proficiency for California (ELPAC). A status of TBD that extends in CALPADS for more than 90 days will receive a warning during Fall 1 certification. A student's initial status in CALPADS can never be RFEP, even if the student was reclassified in another state. California law requires that the student be tested within 30 calendar days from their Enrollment Start Date with the Initial ELPAC if they show an indication of needing English learner services; therefore, the initial status could only be EO, EL, or IFEP.
EO	None – Changes can only be made online through a correction code	**IFEP or EL with correction code:** 1 – *Evidence of Non-English Primary Language*	n/a

If a Student's ELAS in CALPADS is…	Then the only valid changes that can be submitted in batch or online are…	Then the only valid changes that can be made online with a correction code are…	Rationale
EL	RFEP	**EO with correction code:** 3 – *Home Language Survey Error* 4 – *Ineligible Student Tested* **IFEP with correction code:** 2 – *Rotating Score Validation Process Error* 5 – *Evidence for EL or IFEP*	Once a student has been designated as an English learner, that student should remain an EL until they are reclassified.*
IFEP	None – Changes can only be made online through a correction code	**EO with Correction Code:** 3 – Home Language Survey Error 4 – Ineligible Student Tested **EL with Correction Code:** 2 – *Rotating Score Validation Process Error* 5 – *Evidence for EL or IFEP*	n/a

If a Student's ELAS in CALPADS is…	Then the only valid changes that can be submitted in batch or online are…	Then the only valid changes that can be made online with a correction code are…	Rationale
RFEP	None	None	Once a student is reclassified fluent English proficient, they remain RFEP for the remainder of their education in a California public school. Even if the student transfers to a new district and that district has different reclassification criteria, the student's status may never be changed back to EL. RFEP students, however, may continue to receive English language development services if needed.

NOTE: These sequences are enforced in CALPADS. If an LEA submits in batch a status that is not allowed, the record will be rejected. If an LEA submits the same status with a more recent start date the record will be rejected since the earlier start date is more accurate.

Can LEAs correct English Language Acquisition Statuses that are not allowed?

Yes, but only online. Sometimes LEAs submit an ELAS in error. Since addressing the error generally requires submitting an ELAS that is "out of sequence" and therefore not allowed in a batch submission, LEAs must fix these errors online submitting the corrected ELAS code and a Correction Reason Code that provides a reason for the correction. The table above displays the valid sequence and the corrections that can be made to the sequence; the table below summarizes just the changes that can be made by correction code:

ELAS in CALPADS ODS	"Correct" ELAS	Correction Reason Code	Correction Reason Code Name
EO	IFEP	1	Evidence of Non-English Primary Language
EO	EL	1	Evidence of Non-English Primary Language
TBD	IFEP	1	Evidence of Non-English Primary Language
TBD	EL	1	Evidence of Non-English Primary Language
EL	IFEP	2	Rotating Score Validation Process Error
EL	EO	3	Home Language Survey Error
EL	EO	4	Ineligible Student Tested

ELAS in CALPADS ODS	"Correct" ELAS	Correction Reason Code	Correction Reason Code Name
EL	IFEP	5	Evidence for EL or IFEP
IFEP	EO	3	Home Language Survey Error
IFEP	EO	4	Ineligible Student Tested
IFEP	EL	2	Rotating Score Validation Process Error
IFEP	EL	5	Evidence for EL or IFEP

What reports must LEAs certify and when?

LEAs are required to certify the following reports related to *English learner* data:

Submission	Census Day*	Report Number and Name
Fall 1	Fall	1.17 FRPM/English Learner/Foster Youth – Count
		2.8 English Language Acquisition Status – Count by Primary Language
		2.9 English Language Acquisition Status – Census Comparison
		2.12 English Language Acquisition Status – ELs Reclassified RFEP
Fall 2	Fall	2.4 English Learner Education Services – Student Count Unduplicated
		2.5 English Learner Education Services – Unduplicated Count of Teachers Providing EL Services
		2.14 Language Instruction Program - Count

***Fall Census Day** is the first Wednesday in October.

What detailed data will LEAs have to help them certify the reports?

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports or display other EL-student related data submitted to CALPADS by LEAs:

Report Number	Report Name
1.18	FRPM/English Learner/Foster Youth – Student List
2.6	English Learner – Count by Primary Language
2.7	English Learner Education Services – Student List
2.8	English Language Acquisition Status – County by Primary Language
2.11	English Learner Instructional Plan – Count of ELs by Instructional Strategy
2.13	English Language Acquisition Status – ELs Reclassified RFEP Student List

How does the state use these data to create reports?

The list below describes different ways in which the state uses English learner data to create reports.

- Students enrolled in the LEA on Census Day identified as English learners are included in the Unduplicated Pupil Count (UPC) to determine the Unduplicated Pupil Percentage (UPP) used to calculate Supplemental and Concentration grants under the Local Control Funding Formula (LCFF).

- An EL student is counted as receiving services if the student is enrolled in a course section in which EL services are being provided; these data are provided in the Fall 2 submission.

- If an EL student is receiving English language services in more than one course section, the student is counted only once as receiving services. There is a hierarchy as to which service they are reported under.

- A teacher providing EL services is counted only once, in the service category that is most comprehensive (e.g., if a teacher provides "Designated ELD Instruction Only" in one course, and "Primary Language Instruction and Designated and Integrated English Language Development (ELD) Instruction" in another course, the teacher is counted as providing "Primary Language Instruction and Designated and Integrated English Language").

- An EL student is counted as participating in a language instruction program if the student has an open language instruction program record in CALPADS with no end date. All EL students should be in a language instruction program.

When and how are the data used?

Fall 1 certified data are used to:

- Determine the Unduplicated Pupil Count of English learners for the Local Control Funding Formula (LCFF).

- Determine counts of eligible limited-English-proficient students for the purposes of funding LEAs for the ESSA Title III LEP Program.

- Report LEP counts (EL counts) to the United States Department of Education on the Title III Biennial Report and other federal reports.

Fall 2 certified data are used to:

- Monitor whether English learners are receiving English language development services as required by state and federal law.

- Report English language acquisition statuses and services to create the Language Census Report (LCEN).*

Data from the CALPADS Operational Data Store (ODS) are used:

- At various times throughout the year for the reporting of assessment reports, accountability student groups, and California Assessment of Student Performance and Progress (CAASPP) registration.

*NOTE: This represents a change in how and when these data are collected for the LCEN Report. The CALPADS data collection method reflects how many LEAs have been collecting these data and enables identification of services provided in each course section at the secondary level; previously, if a student was reported by an LEA to be receiving English language services, this meant that he or she was receiving services in two or more courses but it was unknown in which courses the services were received.

3.1.3.   **Foster Youth**

This section describes how foster youth data are submitted, maintained, and provided to LEAs through CALPADS.

Where does the foster data in CALPADS come from and what is the primary purpose of foster data in CALPADS?

Since the fall of 2014, the CDE has received from the California Department of Social Services (CDSS), weekly foster data from the Child Welfare System/Case Management System (CWS/CMS) maintained by county welfare departments. CALPADS matches these statewide foster data with student enrollment data in CALPADS, and provides the results of the match, that is, students who are foster youth (per the LCFF definition as described in, *Who are the "foster youth" in CALPADS?*"), to LEAs through CALPADS Operational Data Store (ODS) reports. These ODS reports are different from most reports in CALPADS in that rather than reflecting data LEAs have submitted to CALPADS, it displays data that the CDE is providing to LEAs for their use.

The primary purpose of these reports, which are updated on a weekly basis, is to provide LEAs with a current list of the foster students enrolled in their schools. This helps to ensure that foster students receive appropriate educational supports and services, and it identifies them for inclusion in LEAs' Local Control and Accountability Plans (LCAPs).

The identification of foster students who are enrolled on Census Day, the first Wednesday in October, is also used by the state to determine the unduplicated pupil count for the supplemental and concentration grants of the Local Control Funding Formula (LCFF). Foster youth identified at any time during the year are also used to identify the foster student group for the California School Dashboard. (A more detailed discussion of these topics is provided below.)

Who are the "foster youth" in CALPADS?

CALPADS includes foster youth as defined by the Local Control Funding Formula (LCFF) statutes. Specifically, pursuant to EC Section 42238.01(b), the following children and youth are considered "foster youth" for purposes of the LCFF:

- A child or youth who is the subject of a petition filed under Welfare and Institutions Code (WIC) Section 300 (meaning a court has taken jurisdiction over a child and declared the child to be a dependent of the court due to the presence or risk of abuse or neglect). This includes both children who are living at home while a dependent of the court as well as children who the court has ordered to be removed into the care, custody, and control of a social worker for placement outside the home.

- A child or youth who is the subject of a petition filed under WIC Section 602 (meaning a court has taken jurisdiction over a child and declared the child to be a ward of the court due to the child's violation of certain criminal laws) and has been ordered by a court to be removed from

home pursuant to WIC Section 727 and placed in foster care as defined by WIC Section 727.4(d).

A youth between ages 18 and 21 who is enrolled in high school, is a non-minor dependent under the placement responsibility of child welfare, probation, or a tribal organization participating in an agreement pursuant to WIC Section 10553.1, and is participating in a transitional living case plan.

Who is not considered "foster youth" under the LCFF and are therefore not in CALPADS?

Children or youth in the following situations are not considered "foster youth" under LCFF and are not included in CALPADS:

- A child or youth who is in a "voluntary placement." Voluntary placements are not subject to a petition filed under WIC Section 300.

- A child or youth who is living with relatives or friends and who is not a dependent of the court (i.e., is not subject to a WIC Section 300 petition).

- A child or youth who is a ward of the juvenile court pursuant to a petition filed under WIC Section 602 who is either living at home or has been ordered to be placed in a corrective or rehabilitative facility but has not been ordered to be removed from his or her home into a foster care placement pursuant to WIC Section 727.4(d).

What foster youth should LEAs serve? How should LEAs account for changes in the population of foster youth throughout the year?

LEAs should identify services to be provided to any youth who becomes an LCFF foster youth during the school year, even though the numbers of foster youth may fluctuate and only a portion of these foster youth may generate LCFF funding by being enrolled on Census Day and are thereby "counted" in the unduplicated student count for the LCFF.

It is an LEA's policy decision whether to continue to serve foster youth who exit the foster system during the year and become "former" foster youth. LEAs may also decide to serve foster youth who do not meet the LCFF foster youth definition, such as children or youth who are in a "voluntary placement." These youth are receiving services from county departments of social services and are tracked in CWS/CMS, but they are not under the jurisdiction of a court under a Petition 300, and therefore are not pulled from CWS/CMS for matching with CALPADS enrollment data and are not included in CALPADS ODS foster reports.

What foster youth are included in the foster youth student group for the California School Dashboard?

Any youth enrolled at a school who was identified as a foster youth any time during the school year while the student was enrolled at the school is included in the school's foster youth student group for that year.

Which foster youth generate funding under LCFF?

Supplemental and concentration grant amounts under the LCFF are calculated based on the percentage of "unduplicated pupils" enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals:

- The unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth,

- Divided by total Census Day enrollment in the LEA.

CALPADS Certification Report 1.17 – *FRPM/English Learner/Foster Youth – Count*, displays the counts of students by each category and an unduplicated total. The unduplicated total is used as the starting point for calculating the unduplicated pupil count. For foster students, LEAs do not have to submit any data for foster students to be included in Report 1.17. This is because CALPADS automatically includes in this report, foster students who were enrolled in the LEA on Census Day and who were identified as foster in the statewide match, or who were identified through a local match and matched by an LEA through the local foster match functionality in CALPADS.

What foster-related data are provided to LEAs?

CALPADS provides LEA staff with appropriate security roles to access the following information on foster youth which comes from CDSS' Child Welfare System/Case Management System:

- Foster Client ID

- Case Start Date

- Case ID

- Episode Start Date (the start of the most recent out-of-home placement)

- Episode End Date (the end of the out-of-home placement)

- Social Worker name and phone number

- Court appointed educational representative

- Whether parental rights are limited

- An indication of whether the student is receiving family maintenance services (and thus is living at home)

- County of jurisdiction

- Responsible agency (probation or child welfare)

What is a Foster ID and Case ID?

CWS/CMS assigns a unique 19-digit Foster Client ID to each foster youth. There is also a shortened 10-digit version of the 19-digit Foster Client ID maintained in CWS/CMS which is not visible to users. Some local matching processes conducted between LEAs and county welfare departments, however, capture and maintain the 10-digit Foster Client ID. CALPADS only receives and maintains the 10-digit Foster Client ID from CDSS.

CWS/CMS also assigns a 19-digit Case ID to each foster case. The Case ID is visible and often used by users. CALPADS receives and maintains the 19-digit Case ID from CDSS.

Generally, a foster youth will have one Foster Client ID and one Case ID. A youth may have more than one Case ID, but never at the same time. For example, if a youth exits foster care and then re-enters the foster care system, they would have the same Client ID, but will receive a new Case ID. The only time a foster youth may have more than one Foster Client ID is if the student exited the system by being adopted, but then re-enters the system.

What Foster reports are available CALPADS?

The Foster reports in CALPADS are Operational Data Store (ODS) reports that are updated on a weekly basis. Each week report 5.6 – *Foster Youth Enrolled – Count* displays the aggregate count of foster youth currently enrolled at each school, and report 5.7 – *Foster Youth Enrolled – Student List* displays the individual students that make up that count. Any students who were on the list in the prior week, but who are no longer foster youth will appear in report 5.8 – *Former Foster Youth - Count* and 5.9 – *Former Foster Youth – Student List.*

It is important to understand that these reports are updated each week, with new students appearing on the list, and students who are no longer foster youth dropping off report 5.6 – F*oster Youth Enrolled* and appearing on report 5.8 – *Former Foster Youth*. The Foster Youth Enrolled report does not identify which students are new, and therefore LEAs must build a process for identifying any new foster students, or which students are no longer foster students. Also notes if the student is no longer enrolled in the LEA they will NOT appear on the report.

Each of the foster reports are listed in the following table and described below:

Report Number	Report Name
5.6	Foster Youth Enrolled – Count
5.7	Foster Youth Enrolled – Student List
C/A 5.6	C/A Foster Youth Enrolled – School Level Count
C/A 5.7	C/a Foster Youth Enrolled – Student List
5.8	Former Foster Youth – Count
5.9	Former Foster Youth – Student List

- Report 5.6 – *Foster Youth Enrolled – Count* provides a summary by school of the number of foster students currently enrolled at each school, and who are in an out-of-home foster placement, or who are living at home and receiving family maintenance services. This report is updated on a weekly basis.

- Report 5.7 – *Foster Youth Enrolled – Student List* provides the individual students included in Report 5.6 – *Foster Youth Enrolled – Count.*

- Report C/A 5.6 – *C/A Foster Youth Enrolled – School Level Count* provides a summary by LEA and school in the county, of the number of foster students currently enrolled in an out-of-home foster placement or who are living at home and receiving family maintenance services. This report enables county authorized users to view all the foster students enrolled in the county including those who were placed by another county, and all the foster students for whom the county has jurisdiction but who were placed and are enrolled in a school in another county.

- Report C/A 5.7 – *Foster Youth Enrolled – Student List* provides the individual students included in C/A Report 5.6 – *Foster Youth Enrolled – School Level Count.*

- Report 5.8 – *Former Foster Youth – Count* provides a summary by school of the number of foster students who were enrolled in the school as a foster youth at some point during the academic year but are no longer in the foster system.

- Report 5.9 – *Former Foster Youth – Student List* provides the individual students included in *Report 5.8 – Former Foster Youth – Count*.

- Report C/A 5.8 – *C/A Former Foster Youth – School Level Count* provides a summary by school of the number of foster students who were a foster youth at some point during the academic year but are no longer in the foster system.

- Report C/A 5.9 – *Former Foster Youth – Student List* provides the individual students included in *C/A Report 5.8 – Former Foster Youth – School Level Count*.

Who should have access to the foster reports in CALPADS? Who should review foster student data?

In order to access the foster reports, a user much have a special foster security role which is given by the LEA's CALPADS administrator. Most LEAs have a foster liaison or coordinator who should be provided access to the foster reports.

How does the statewide foster match work?

The statewide process matches foster data maintained by county welfare departments in the Child Welfare System/Case Management System (CWS/CMS) with CALPADS student enrollment data. Every week, the California Department of Social Services (CDSS) pulls data from CWD/CMS based on the Local Control Funding Formula (LCFF) definition of a foster youth and sends those youth, along with their Foster Client ID, Foster Case ID, basic demographic data, three years of school enrollment history, and other data related to foster care. The CDE matches the CDSS data with the data for students currently enrolled in CALPADS, using name, date of birth, and school enrollment history. The foster youth who are matched, are provided to LEAs by school in CALPADS ODS reports so that LEAs are informed as to the students identified as foster youth.

The foster reports are updated every week, and will include new foster youth and will not include any students previously identified as foster youth, who are no longer a foster youth. Students who are no longer foster youth will no longer be included in report 5.6 – *Foster Youth Enrolled – Count* and will not appear on report 5.7 – *Foster Youth – Student List*. The student will instead appear on report 5.8 – *Former Foster Youth – Count* and will appear on report 5.9 – *Former Foster Youth – Student List*.

How does the CALPADS local match functionality work?

On weekly basis, CDSS sends CDE the foster youth who meet the LCFF foster youth definition, and includes the youth's Foster Client ID and the Case ID. CALPADS maintains all the Foster Client IDs and Case IDs, even for those youth who are not matched. Therefore, LEAs may query CALPADS using either the 10-digit Foster Client ID or the 19-digit Foster Case ID to find a student who was not on the report 5.7 – *Foster Youth – Student List*, but who the LEA believes is a foster youth. If the youth's Client ID or Case ID is in CALPADS, then the LEA may "locally match" the student, and the student will show up on report 5.7 – *Foster Youth – Student List.*

Should counties and LEAs still conduct local matches?

The statewide process matches foster data maintained by county welfare departments and the CDSS in the Child Welfare System/Case Management System (CWS/CMS) with CALPADS enrollment data. The results of the match are provided to LEAs in CALPADS ODS reports so that LEAs are informed as to the students identified as foster youth. The foster data are updated in CALPADS on a weekly basis so that LEAs will be able to continuously serve the appropriate population. The matches yield a match rate of over 90 percent; therefore the vast majority of foster students are identified through this statewide match.

Some LEAs and county welfare departments have been conducting similar matches locally in which student enrollment data from their student information systems are matched with data in CWS/CMS. The CDSS has communicated to county welfare departments, the categories of youth in CWS/CMS that should be used for local matching processes. If LEAs continue to conduct these local matches, should they match a student that is not in a CALPADS foster youth report, the LEA must then use the CALPADS local match functionality to match the student. If the student is not identified using the local match functionality, it is likely that the student does not meet the LCFF foster youth definition. LEAs, however, may submit a service ticket to the CALPADS Service Desk and request the CDE further investigate whether the student should be a foster youth in CALPADS.

While LEAs may continue to conduct local matches with their county welfare departments, since both the statewide match conducted between CDE and CDSS and local matches conducted between LEAs and county welfare departments use foster data from the same source system, CWS/CMS, both the statewide and local matches should yield the same results and over time, and conducting the local match may not yield many additional students. However, should LEAs want to provides services to foster youth who do not meet the LCFF definition, such as voluntary placements, they may want to continue to conduct local matches to identify these students.

What happens if the state match does not identify a youth who is identified as a foster youth through a local match?

For those LEAs that continue to conduct local matches, they made find, due to differences in matching logic or lag time in updating data systems, that a local match may sometimes identify a student as a foster youth who is not identified in the statewide match. In these instances LEAs may submit the 10-digit Foster ID or 19-digit Case ID to CALPADS, using the local matching functionality. If the Foster ID or Case ID is found in CALPADS, the LEA may "locally match" the student within CALPADS and the student will then appear in the CALPADS foster reports.

If a foster youth is not matched through the local matching process within CALPADS, the LEA should first work with its county welfare department to determine why a particular student is not identified in the statewide match, and if that fails the LEA may submit a CALPADS Service Desk ticket, including the students SSID and Foster ID or Case ID. The CDE will then work with CDSS to resolve the issue.

What types of services may a foster youth receive from the child county social services or probation departments?

The overall goal of child social services is the reunification of children and youth with their families. Foster children and youth may go through a continuum of services or "service component types" ranging from pre-placement family maintenance to out-of-home placement to family reunification or permanent placement. The LCFF definition of foster youth includes children and youth receiving services along this continuum from the opening of the court case to its close.

The table below describes the major service component types. It will be useful for educational staff working with foster children and youth to understand where in the process a child or youth is and what services he or she is receiving from the county social services or probation departments. The data provided in CALPADS will indicate whether a child or youth is in family maintenance or is in an out-of-home placement. This is helpful information because not all foster youth are living with foster parents.

CWS/CMS Service Component Type	Description
Pre-Placement (Family Maintenance)	Child/youth is living at home receiving family maintenance services aimed at preventing removal of the child.
Family Reunification	Child/youth is in an out-of-home placement receiving services aimed at reuniting the family.
Post-Placement (Family Maintenance)	Child/youth is in the process of being permanently reunited with his/her family following an out-of-home placement and is back living at home while the family receives services aimed at keeping the child in the home.
Permanent Placement (Previously referred to as "long-term foster care")	Child/youth is in an out-of-home placement permanently and services to the family have been terminated.
Supported Transition	A non-minor dependent age 18–21 participating in a transitional independent living case plan.

Are there any foster student data elements that LEAs submit to CALPADS?

Currently there are no foster data elements that LEAs submit in a file to CALPADS. LEAs will be able to search for whether an enrolled student is a foster student by submitting a 10-digit Foster Client ID or a 19-digit Case ID. If either of the IDs is found in CALPADS, the LEA will be able to "match" the student and the student will then be identified as a foster student in CALPADS.

Are there any foster reports that require certification?

There are no "foster reports" in CALPADS that require certification. However, Fall 1 Certification Report 1.17 – *FRPM/English Learner/Foster Youth – Count* displays the count of foster students enrolled on Census Day. LEAs do not submit these data; rather CALPADS automatically populates the foster data on this report based on the statewide match conducted with the California Department of Social Services.

The unduplicated pupil count that LEAs certify on this report is used as the starting point for determining the supplemental and concentration funding under LCFF. LEAs have access to support report 1.18 – *FRPM/English Learner/Foster Youth – Student List* to view the individual foster students included in the report.

3.1.4.   **Migrant**

This section describes the types of data that are collected and used to identify and report migrant students.

What data must registration or program staff provide?

The LEA registrar or program staff, such as the LEA's migrant coordinator, must collect and submit the following data:

- Students that are participants in the Title I Part C Migrant Program.

- The students' Migrant Student IDs.

LEAs should routinely get lists of eligible migrant students and their Migrant Student IDs from their Migrant Region and update their student information systems.

Why are students' migrant statuses reported to CALPADS when migrant regions report data separately for federal reporting?

Most federal reporting for migrant students is met through data collected by the 20 Migrant Regions in California which submit data to a separate student-level data system, the Migrant Student Information Network (MSIN). MSIN maintains detailed information on migrant students required to meet state and federal reporting requirements.

A minimal amount of data—whether a student is an eligible migrant student, and the student's Migrant Student ID, however, must be submitted to CALPADS. This is because state and federal reporting requirements for the general student population requires data to be reported by various student groups, including migrant status. In addition, migrant students are categorically eligible for free meals under the National School Lunch Program (NSLP), and are therefore identified as economically and socioeconomically disadvantaged. Economically disadvantaged students generate additional funding for LEAs. (For more information on how economically disadvantaged student counts generate additional funding, see the section on economically disadvantaged students in Chapter 3 of this guide: Student Populations and Program Areas.) In addition, socioeconomically disadvantaged students are identified for purposes of accountability reporting.

The CDE continues to work with MSIN to improve data quality and reduce the reporting burden on LEAs. For example, the Migrant Regions currently do not collect assessment data from LEAs because the CDE provides this data directly to MSIN by matching assessment results to students in MSIN through use of the SSID.

What are the migrant student data elements?

The following data elements submitted to CALPADS through the *Student Program* (SPRG) file are used to determine counts of migrant students and to disaggregate student data to meet state reporting requirements:

Field Number	Data Element Public Name	Comment
3.13	Education Program Code	Education Program code 135 – Title I Part C Migrant should be used.
3.15	Education Program Membership Start Date	Represents the date the student was determined to be eligible for the Migrant Program (at any school in California) for a particular eligibility period (maximum of three years). If the student is determined to be eligible again, then a new record should be submitted with a new start date.

Field Number	Data Element Public Name	Comment
3.16	Education Program Membership End Date	Represents the student's eligibility period expired; or
		The date the student was determined to be ineligible for services within a school.
3.20	Migrant Student ID	This is the state Migrant Student Directory (MSD) number assigned by the Migrant Student Information Network (MSIN).
		The Migrant Student ID is 11 characters and the first two characters are "06".

What reports must LEAs certify when?

● There are no "migrant reports;" however, students' migrant statuses from the following two Fall 1 certification reports are used to disaggregate various information, such as student enrollment, and graduate and dropout counts, when data are reported to the federal government, and to identify the Unduplicated Pupil Count for the supplemental and concentration grants under the Local Control Funding Formula:

  o Report 1.1 – *Enrollment – Primary Status by Subgroup* displays an aggregate count of migrant students enrolled in the LEA on Census Day.

  o Report 1.17 – *FRPM/English Learner/Foster Youth – Count* displays a count of migrant students enrolled in the LEA on Census Day because migrant students are categorically eligible for free meals under the National School Lunch Program (NSLP) and are therefore identified as *economically disadvantaged.* Economically disadvantaged students generate additional funding for LEAs. See the section on economically disadvantaged students in Chapter 3 of this guide.

Who should review migrant student data?

Most LEAs have a migrant coordinator. The migrant coordinator should work with their Migrant Region to routinely identify migrant students in the LEA and review the Certification of Eligibility reports regarding students' migrant status.

Where is there more information?

For more information about migrant students, refer to the relevant website listed below.

For information about:	Refer to:
ESSA Title 1 Part C Migrant	The CDE's Migrant web page: https://www.cde.ca.gov/sp/me/mt/

3.1.5.   Homeless

This section describes the types of data that are collected and used to identify homeless students, the type of dwelling they are living in, and whether those students are unaccompanied by an adult and/or a runaway.

What data must registration or program staff provide?

The following data should be collected by an LEA (by the school registrar or LEA Homeless Liaison) about a student who is homeless:

● The date the student was identified as homeless.

● The type of dwelling the student is living in.

● Whether or not the student is "unaccompanied" – not in the direct care of their parent or guardian.

● Whether the student is a "runaway" – a homeless student who is less than 18 years of age who has left home without parental/caregiver permission and stays away for one or more nights.

What are the homeless student data elements?

The following data elements submitted to CALPADS through the Student Program (SPRG) file are used to determine counts of homeless students and to report homeless student data to meet federal reporting requirements:

Field Number	Data Element Public Name	Comment
3.13	Education Program Code	The code that should be used is 191 – Homeless program.
3.23	Homeless Dwelling Type Code	See "How is a homeless student's dwelling type determined?" further in this section.
3.24	Unaccompanied Youth Indicator	This is required for all homeless students. Once this indicator is set to "Y", it should not be changed for the duration of the academic year, even if the student later becomes accompanied. If the student is a "runaway" (3.25 = "Y"), then the student must always be indicated as "unaccompanied" (3.24 =Y).
3.25	Runaway Youth Indicator	This is required for all homeless students. Once this indicator is set to "Y", it should not be changed for the duration of the academic year, even if the student is no longer a runaway. Once the runaway indicator is set to "Y", the unaccompanied youth indicator defaults to a "Y" because a runaway kid is not accompanied by a parent or guardian.

What reports must LEAs certify when?

LEAs are required to certify the following reports related to *homeless student* data:

● Fall 1: Report 1.17 – *FRPM/English Learner/Foster Youth – Count* displays a count of homeless students enrolled in the LEA on Census Day because homeless students are categorically eligible for free meals under the National School Lunch Program (NSLP) and are

therefore identified as *economically disadvantaged.* Economically disadvantaged students generate additional funding for LEAs. See section on economically disadvantaged students in Chapter 3 of this guide.

- EOY 3: Report 5.4 – *Homeless Students Enrolled* – is used to meet federal reporting requirements for the Consolidated State Performance Report and the Title IX, Part A McKinney-Vento Homeless Assistance Program.

How often should these data be updated?

Homeless data are calculated twice a year, in the Fall on Census Day for funding purposes, and at the end of the academic year to determine a count of homeless students enrolled at any point during the academic year (7/1 – 6/30). A student's homeless status:

- Should be verified annually, at the beginning of the academic year if that student is continuing in the school, in order to determine whether the student is still homeless. If the student is no longer homeless, the homeless program record should be closed.

- Should be updated on an ongoing basis in order for the student to receive appropriate services. From a reporting perspective, a student's homeless status may or may not need to be updated during the school year depending on the scenario. Some of those scenarios are described in the following table:

If the student is identified as homeless ….	Is an additional update needed?	Then the student will be counted on….
On Census Day, and the student remains homeless for the duration of the academic year	**No,** because the student will be counted for both purposes. However, the student's homeless status should be checked at the beginning of the next academic year and updated as appropriate.	Report 1.17 Report 5.4
After July 1ˢᵗ, but the student obtains permanent housing before Census Day	**Yes,** the student homeless program record should be closed with a program end date (that is before Census Day) of when the student was permanently housed.	Report 5.4
After July 1ˢᵗ but before Census Day and the student remains homeless for the duration of the academic year	**No,** because the student will be counted for both purposes. However, the student's homeless status should be checked at the beginning of the next academic year and updated as appropriate.	Report 1.17 Report 5.4
After Census Day but the student obtains permanent housing during the academic year	**Yes,** the student homeless program record should be closed with a program end date of when the student was permanently housed.	Report 5.4

NOTE: If a student's Homeless Dwelling Type changes during the academic year, LEAs can, but are not required to, update the information in CALPADS. This is because students are only reported to the federal government in ONE Homeless Dwelling Type, and so it is not necessary to keep a running history of dwelling changes that occur within an academic year. If multiple Homeless Dwelling Types are reported throughout the year, CALPADS will only use the most recent. Permanent Housing is inferred for students without a homeless program record.

How is a homeless student's dwelling type determined?

Use the following table as a guide in determining a homeless student's dwelling type:

If the student is….	Then the Homeless Dwelling Type should be…
Living in a hotel or motel due to not having a fixed, permanent residence.	Hotels/Motels
Living in transitional housing. (As of December 2016 this code should no longer be used for students awaiting foster care placement as these students are not considered homeless.)	Temporary Shelters
Living with relatives or friends, due to economic hardship (including unaccompanied youth and runaways).	Temporarily Doubled-Up
Living in abandoned buildings, campgrounds, vehicles, trailer parks, FEMA trailers, bus and train stations, or is abandoned in the hospital.	Temporarily Unsheltered* *"Unsheltered" is also defined as substandard or inadequate housing and is judged on a case-by-case basis. A rule of thumb would be to see the dwelling as comparable to an automobile, in that it shelters, yet it is not adequate housing.

Reporting infants, toddlers and pre-K in homeless counts

LEAs should make sure that a homeless program record is submitted for any infants, toddlers, and pre-K children who are enrolled in CALPADS and who are homeless, as these students are included in all homeless reports in CALPADS.

Where is there more information?

For more information about programs related to homeless students, refer to the web page listed below.

For information about:	Refer to:
ESSA Homeless Education or Title I, Part A Homeless	The CDE's Homeless Education web page: https://www.cde.ca.gov/sp/hs/

3.1.6. Students with Disabilities

Refer to Section 2.1.7 – Students with Disabilities

3.1.7. **Eligible Immigrants**

LEAs are required to submit student information to CALPADS. From these submitted data, the CDE determines eligibility for the ESSA Title III Immigrant Student Program.

Who is an eligible immigrant?

An eligible immigrant is a person who:

- Was not born in any of the 50 states, Washington D.C., or Puerto Rico.

- Has been in U.S. Schools for 3 full (cumulative) academic years or less; and

- Is between the ages of 3 and 21.

What the data elements are used to determine whether a student is an immigrant?

The following table lists the data elements used to determine whether or not a given student is defined as a "Title III eligible immigrant."

Field Number	Data Element Public Name	Used to Determine Eligible Immigrant	Comment
2.18	Student Birth Date	Yes	For the student to be determined to be an eligible immigrant, the birth date must indicate the student to be between the ages of 3 and 21.
2.22	Student Birth Country Code	Yes	For the student to be determined to be an eligible immigrant, the birth country must be a country other than the United States (the 50 states and Washington D.C.) or Puerto Rico.

Field Number	Data Element Public Name	Used to Determine Eligible Immigrant	Comment
2.36	Student Initial US School Enrollment Date K-12 (NOTE: This date should NOT reflect the date a student started preschool.)	No	This element reflects the initial U.S. school enrollment date and should reflect the date that the student started **kindergarten,** if student attended a U.S. kindergarten. This date should NOT reflect the date that the student started **preschool**. This element is NOT used to determine whether the student is a Title III eligible immigrant, rather it is used to determine whether a student must take the English Language Arts (ELA) portion of the Smarter Balanced Summative Assessments and the California Alternate Assessment (CAA). ELs who are new to this country, and have been enrolled in a U.S. school for less than one year are exempt from taking these two assessments. Any EL newcomer who enrolled in a U.S. school after April 15, 2018 are automatically removed from the calculation of the ELA participation rate, even if the student opted to take one or both parts of the ELA assessment.
2.46	Enrolled in U.S. School Three Cumulative Years or less Indicator (NOTE: The three cumulative years may include years in preschool.)	Yes	LEAs populate this field with a "Yes" or a "No". For the student to be determined to be an eligible immigrant, this indicator must be "yes." Students who have been enrolled in U.S. schools, which may include preschool, for not more than three cumulative years are eligible. A "Y" would indicate that the student has been enrolled three years or less; an "N" would indicate that the student has been enrolled for more than three cumulative years. For those students with a "Y", this data element will need to be updated to a "N" once the student has been enrolled in a U.S. School for three cumulative years. Once the indicator becomes "N" then this data element should not change.

When should these data be updated in CALPADS?

Best practices for LEAs would be to submit eligible immigrant student information data elements following the enrollment of students with new SSIDs, or to submit updates to existing student information upon enrolling transferring students, if applicable.

Two of the eligible immigrant data elements, Student Birth Date and Student Birth Country Code, are required when enrolling any students in CALPADS.

LEAs should immediately follow the enrollment of students with submissions of student information that include the following elements:

- Student Initial U.S. School Enrollment Date.

- Enrolled in U.S. School three cumulative years or Less Indicator.

If these practices are followed, then the only data element that will require annual updating will be the "Enrolled in U.S. School three cumulative years or Less Indicator." Note that once this indicator becomes "no" (after three cumulative years of enrollment in a U.S. school), this data element should not change for the given students.

What are the benefits of updating CALPADS on an ongoing basis?

Updating the eligible immigrant data elements on an ongoing basis minimizes the LEAs' workload during the Fall 1 submission window.

What reports must LEAs certify and when?

LEAs are required to certify the following reports related to eligible immigrant data:

- Fall 1: 1.1 – *Enrollment – Primary Status by Subgroup*

- Fall 1: 2.1 – *Title III Eligible Immigrants – Count*

What state and federal reports are created from the CALPADS data?

These data will be collected to determine counts of eligible immigrants for the purposes of:

- Funding LEAs for the ESSA Title III Immigrant Program.

- Reporting to the United States Department of Education (ED) on the Consolidated State Performance Report.

3.1.8.   **Dropouts (One-Year)**

LEAs submit and maintain data related to dropouts by submitting student enrollment and exit records to CALPADS. The one-year dropout counts are based on data LEAs certify as part of their Fall 1 submission. This section of this guide will:

- Explain the dropout reporting time frame.

- Define terms related to dropouts.

- Explain how students will be identified as dropouts.

- Explain which entities will get charged with dropout counts.

Definition of a dropout

Per federal reporting requirements, the CDE defines a dropout for the CALPADS Fall 1 Submission as a student who meets either of the following two criteria (specific years denoted below are for illustrative purposes):

Educational Data Management Division
California Department of Education

The student…	And…
Was enrolled in grades 7, 8, 9, 10, 11, 12, or ungraded secondary (US)* at some time during the 2013–14 school year.	• Left school prior to completing the 2013–14 school year; *and:* • Is not enrolled and attending school as of Fall Census Day 2014. This student is counted as a dropout in the 2013–14 school year.
Successfully completed the 2012–13 school year but did not begin attending the next grade (7, 8, 9, 10, 11, 12, US*) in the school in which he or she was: • Assigned; • Preregistered; *or:* • Expected to attend during the 2013–14 school year.	• Is not enrolled and attending school by August 15, 2014. This student is counted as a dropout in the 2013–14 school year. NOTE: These are "No-show dropouts" and they are counted as dropouts in the school year in which they failed to show up.

*Grade Level = Ungraded Secondary (US) was retired on June 30, 2018.

What are the reporting cycles and time frames?

- **Dropout Reporting Cycle or Reporting Year:** *August 16 of Year 1 through August 15 of Year 2.* For example, August 16, 2013 through August 15, 2014 is the dropout reporting cycle for the 2013–14 academic school year.

- **No-Show Exit Time Frame:** *May 15 through August 15.* Students exited with an E155 (exit date must be between May 15 through August 15), or students transferred during this same time frame (May 15 through August 15) and who do not show up at another California public school within the dropout reporting cycle (do not show up by the subsequent August 15), are counted as a "no show" dropout.

- **Lost Transfer Exit Time Frame:** *August 16 through May 14.* Students exited as transfers between August 16 and May 14 and who do not show up at another California public school by the subsequent Census Day are also counted as a "no show" dropout.

What are the dropout types and associated exit and completion codes?

LEAs report dropouts by exiting students using certain exit or completion codes, or dropouts are identified by the CDE when students reported by LEAs as being expected to return or having transferred, do not show up as enrolled in another California public school. The table below shows these types of dropouts and associated Student Exit Reason Codes (the CALPADS code set name for this is "Student Exit Category") and Student School Completion Statuses (the CALPADS code set name for this is "School Completion Status").

Dropout Type	Description	Student Exit /School Completion Codes
LEA reported dropout	• An LEA reported the student as dropped out, or completed grade 12 without completing graduation requirements; and • No subsequent enrollment record was found in CALPADS within the reporting year up to the subsequent Fall Census Day*. EXAMPLE: If a student is exited with an E140 on December 1, 2014 and no subsequent enrollment is found in CALPADS for that student by Fall Census Day (first Wednesday in October) 2015, the student will be counted as a dropout in the 2014–15 school year.	• E140: *No Known Enrollment; Truant.* • E300: *Expelled; no Known Enrollment.* • E400: *Other.* • E230: *Completer Exit – paired with student/school completion status code:* o 360: *Completed grade 12 without completing graduation requirements.*
Same school No Show Dropout – (Note: this applies to 2013–14 and beyond)	• An LEA reported that a student finished the academic year and was expected to return the following academic year by exiting the student with an E155 (exit date must be between May 15 through August 15), AND • No subsequent enrollment record in CALPADS was found on or before the end of the dropout reporting cycle (August 15 of the subsequent school year). EXAMPLE: If a student is exited on June 1, 2014 with an E155 exit code and no subsequent enrollment is found for that student in CALPADS by August 15, 2015, the student will be counted as a dropout in 2014–15. NOTE: The exit date for Student Exit Category E155 (End-of-year exit) is restricted to May 15 through August 15.	• E155: (Year End Exit Same School) NOTE: These exits will show up for the first time as dropouts in the 2014–15 school year (derived from data certified for the 2015–16 reporting year).

Dropout Type	Description	Student Exit /School Completion Codes
Lost Transfer Dropout	• An LEA exits a student with a transfer code that specifies the student will be re-enrolling in another California K-12 public school, AND • No subsequent enrollment record was found in CALPADS within the reporting year up to the subsequent Fall Census Day	• T160 – *Transferred to another California Public School* • T165 – *Transferred to another California public school due to expulsion or referral by a judge* • T167 – *Transferred to another California public alternative or independent study school voluntarily or based on a referral.*
Other Transfers	• An LEA exits a student with a transfer code that specifies the student will be re-enrolling in another non-California K-12 public school, AND • No subsequent enrollment record was found in CALPADS within the reporting year up to the subsequent Fall Census Day	• T260 – *Transferred to an Adult Education school/program* • T380 – *Transferred to an institution that is not primarily academic and is not in a secondary program leading to a high school diploma*

Who is not a dropout?

A student is not a dropout if he or she has:

● Transferred to and is attending another K-12 California public school and the transfer is confirmed by a subsequent enrollment in CALPADS.

● Transferred to and is attending another private educational institution or an educational institution in another state leading toward a high school diploma or its equivalent, and for which the LEA has documentation confirming the transfer.

● Transferred to a college.

● Moved out of the United States and the LEA has documentation supporting the move.

● Died and the LEA has acceptable supporting documentation.

● A temporary school-recognized absence due to suspension or illness.

● Verified that he or she is planning to enroll late (e.g., extended family vacation, seasonal work).

● Dropped out of school during the dropout reporting cycle (Year 1) but has re-enrolled within the same reporting period (August 16 to the following August 15) or by the subsequent Fall Census Day (Year 2) (i.e., re-enrolled dropout). See "Re-enrolled Dropout" in this section for further explanation.

● Received a regular high school diploma.

- Non-graduate completers (students who left school based on passing the GED, CHSPE, or receiving an adult education high school diploma or Student with Disabilities Certificate of Completion) are publicly reported on DataQuest as part of the ACGR report based on how they completed and not as dropouts. Students who transferred to an adult education program or college are publicly reported on DataQuest as "other transfers" and not as dropouts.

Re-enrolled dropout

- For state-level reporting purposes, any student who drops out during a dropout reporting cycle will be counted only once, even though that student may have "dropped out" multiple times from one or more schools.

- If a student drops out of one school and re-enrolls in another school during the dropout reporting cycle, the dropout will not be counted in the first school. Any student reported as a dropout by a school district will not be counted as a dropout if a subsequent enrollment in another school is found within the reporting year or on the next Fall Census Day in the statewide data.

- For purposes of reporting dropout counts during a reporting year, students who have dropped out during the dropout reporting cycle (August 16 to August 15 of the following year), have re-enrolled, and have an active enrollment record within the same reporting year or as of the following Fall Census Day will not be counted as dropouts.

Who is a lost transfer and who is charged with the dropout?

For state-level reporting purposes, any student who is reported by an LEA as having transferred to another California public school during the lost transfer exit time frame (August 16th through May 14th of the following academic year)—and cannot be found subsequently enrolled with a primary or short-term enrollment status in a California public school within the same reporting year by Fall Census Day—is considered a lost transfer and will be counted as a dropout. The school that reported the student as transferring is charged with the dropout.

Who is a same school no show and who is charged with the dropout?

A "same school no show" is:

- A student who completed any of grades 6 through 11 during one school year and was exited with an E155 because the student was expected to return to the same school the following school year but in the next year, did not begin attending the next grade in the school in which the student was expected to attend; or

- A student who was in grade 12 and did not graduate and in the next school year did not begin attending the school in which they were expected to attend.

The school in which the student was expected to return may be charged with a dropout if the student does not enroll in another California public school during the dropout period.

Schools who pre-enroll students who were exited in the prior year with an E155, may choose to exit students who do not show up within the first few days of school with an E140 – NoKnownEnrollTruant so that the enrollment does not impact class scheduling. LEAs should continue to investigate the whereabouts of these students and may update exit codes with the appropriate exit codes if they determine students' whereabouts. Students whose exits remain E140 will be counted as dropouts at

that school unless there are subsequent enrollments in that school or another California public school.

Which reports must LEAs certify and when?

LEAs are required to certify the following report related to *dropout* data:

Submission	Census Day*	Official Submission Window	Report Number and Name
Fall 1	Fall	Refer to CALPADS submissions within the CALPADS Overview Section	1.6 Graduates and Dropouts by Subgroup 1.9 Completers and Dropouts – Count

*__Fall Census Day__ is the first Wednesday in October.

What detailed data will LEAs have to help them certify the reports?

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report Number	Report Name
1.8	Dropouts by Subgroup – Student List
1.10	Completers and Dropouts – Student List
1.11	Completer Exits – Count Disaggregated
1.12	Dropouts – Count Disaggregated
1.13	Exits – Count Disaggregated
1.14	Dropouts – State View

Where are dropouts reported?

A dropout is to be reported at the school from which the student has dropped out, even if the school has subsequently closed.

A dropout will be reported under the original school district in the case of:

- A unification or merger of two or more school districts into a new district.

- A school moving from one school district to a new school district.

3.1.9. Graduates and Completers

LEAs are required to submit student enrollment and exit data to the CDE on an ongoing basis. For exiting students, LEAs are required to provide an exit reason (e.g. student transferred to another California public school, etc.) and a completion status, if the student completed a set of requirements that enabled the student to leave the school, (e.g. graduated, passed the California High School Proficiency Exam, etc.).

Contents

This section contains information relevant to graduates and completers, and it includes sub-sections that cover the following topics:

How does CDE Use these data?

- **One-year graduate and completer counts** – The count of students in the reporting year who graduate with a regular high school diploma. The CDE also captures a count of students who completed in another manner, or who were in grade 12 and did not graduate or complete in another manner. LEAs certify these one-year counts as part of the Fall 1 submission, and the CDE then publicly posts the counts on DataQuest and uses the graduate counts to meet federal reporting requirements. Note: The CDE is considering moving the certification of one-year graduate counts to the End-of-Year (EOY) submission.

- **4-Year Adjusted Cohort Graduation Rate (ACGR)** – The number of students who graduate with a regular high school diploma from a school, divided by the number of students who began 9th grade four years earlier at that school adjusted for students who transfer in and out of the school in grades 9, 10, 11 or 12. These data are pulled from the CALPADS Operational Data Store (ODS) on an announced date which usually is the same date as the close of the End-of-Year Amendment Window. The CDE then uses the data to calculate the ACGR which is used for the Graduation Indicator on the California School Dashboard and to meet federal reporting requirements. Since the ACGR requires enrollment/exit data over a four-year time span during which time the enrollment and exit activity of LEAs impact other LEAs, data from the ODS are used for the ACGR instead of certified data which are "frozen" when individual LEAs annually certify, as part of Fall 1, counts of graduates and dropouts during the prior school year.

  NOTE: The Graduation Rate Indicator for the LEA (district) on the California School Dashboard incorporates the ACGR and the Dashboard Alternative School System (DASS) One-year Graduation Rate.

- **Dashboard Alternative School System (DASS) One-Year Graduation Rate** (calculated for DASS schools only) – The number of students in grade 11, 12, Adult, or Ungraded Secondary*, who graduate or complete, as defined, and who were enrolled consecutively for a specified number of days, divided by the number of students in the numerator, plus grade 12 non-graduates enrolled for at least 90 consecutive calendar days between July 1 and June 30, and who did not receive a diploma or approved certificate, dropped out, or were a lost transfer (transferred to another California school but did not show up). These data are pulled from the CALPADS ODS on an announced date and are then used to calculate the One-Year Graduation Rate for *DASS schools* and are posted on the California School Dashboard. It is also incorporated with the ACGR for the Graduation Rate Indicator for the LEA (district).

  * Grade Level Code Ungraded Secondary (US) is retired as of 6/30/18 but available for transactional purposes prior to AY 2018-2019.

3.1.9.1.   One-Year Graduate and Completer Counts

The CDE is required to report counts of students who graduate from high school each year. (This is different from the 4-year Adjusted Cohort Graduation Rate (ACGR)). To meet this reporting requirement, LEAs must exit all students from the prior year and then certify one-year graduate counts, along with counts of non-graduate completers and dropouts during the Fall 1 Submission window. During this submission, LEAs also certify different indicators for graduates such as whether the student met UC/CSU entrance requirements, received a Golden State Seal Merit Diploma or received a State Seal of Biliteracy. (See section on "Dropouts" for information on the reporting of dropouts.) Graduate and completer information is submitted using the Student School Completion Status Code. The purpose of this section is to:

- Explain the reporting time frame for one-year graduate counts.

- Define terms related to graduates.

- Explain how students will be identified as graduates and completers.

- Explain which entities will get credited with graduate counts.

- Explain how these data are used.

What is the graduate reporting cycle?

The graduate reporting cycle is August 16 of Year 1 through August 15 of Year 2 (i.e., the reporting year). For example, for the 2018 reporting year, the graduate reporting cycle is August 16, 2017 through August 15, 2018.

What is the definition of a "graduate"?

A high school graduate is defined as:

- A student who withdrew from/left school after meeting all state and local high school graduation requirements and the district/school has acceptable documentation that the student received a "regular high school diploma" equivalent to the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals; OR

- As specified in California Education Code (EC) section 51225.1, a student in foster care, a student who is homeless, a former juvenile court school student, or a pupil who is a child of a military family, who transfers between schools any time after the completion of the pupil's second year of high school, completes all requirements specified in EC Section 51225.3.

NOTE: California Education Code section 48412(2) specifies that students who pass the California High School Proficiency Exam (CHSPE) shall receive a "certificate of proficiency" and that the certificate "shall be equivalent to a high school diploma." However, based on federal Every Student Succeeds Act non-regulatory guidance, published January 2017, these students are not considered graduates as they do not meet the federal definition of a high school graduate.

Who is not a graduate or who is a non-graduate completer?

Students with high school equivalencies (e.g., GED, HiSET, or TASC), students passing the California High School Proficiency Exam (CHSPE), students receiving an adult education high school diploma, or students with disabilities completing Individualized Education Programs who receive certificates of completion are not included in the high school graduate counts and are considered non-graduate completers.

NOTE: California Education Code section 48412(2) specifies that students who pass the California High School Proficiency Exam (CHSPE) shall receive a "certificate of proficiency" and that the certificate "shall be equivalent to a high school diploma." However, these students are not counted as graduates based on the federal definition of a regular high school graduate as specified in the Every Student Succeeds Act non-regulatory guidance, published January 2017.

What are the graduate, completer and associated *school completion status* codes?

The table below shows graduates, completers, and the student/school completion status codes used to determine the respective graduate/completer types.

NOTE: Each *graduate* and *completer* exit record must have a Student Exit Category of E230 (Completer Exit) and a School Completion Status Code.

School Completion Status Code	School Completion Status Code Name	One-Year Graduate	One-Year Non-Graduate Completer
100	Graduated, Standard High School Diploma	Yes	No
120	Student with Disabilities Certificate of Completion	No	Yes
250	Adult Education High School Diploma	Yes	No
320	Received a High School Equivalency Certificate (and no standard HS diploma) Note: This now includes the General Educational Development (GED) exam, the High School Equivalency Test (HiSET), and the Test Assessing Secondary Completion (TASC).	No	Yes
330	Passed CHSPE (and no Standard High School Diploma)	Yes	No

How are these data used?

The one-year counts of graduates that LEAs certify as part of the Fall 1 Submission are used to meet federal reporting requirements, and are posted on DataQuest so that the public can view these outcomes for California's public high schools.

How do one-year graduate counts differ from the 4-Year Adjusted Cohort Graduation Rate?

It is important to note that the one-year counts of graduates, while very similar, is not necessarily the same as the count of graduates used in the 4-year Adjusted Cohort Graduation Rate (ACGR) calculation. For example, one-year graduates are those students who graduated from high school during a given academic year, regardless of when they started high school. While most of these

students graduated in four years, some may be fifth year graduates, and some may have graduated early. The ACGR, on the other hand, only includes students who started ninth grade in the same year and who graduated four years later.

There is also often a difference due to when LEAs update data in CALPADS and when data are pulled for use in the ACGR. The CDE will try to minimize the difference by aligning the certification of one-year graduate counts with the pull of ACGR data from the CALPADS ODS (moving the certification of one-year graduate counts from Fall 1 to an End-of-Year submission). However, until the certification of one-year graduates is moved to the EOY submission, any updates LEAs make to graduate data following the ACGR data pull in mid-September will not be reflected in the ACGR, which is used in the Dashboard. It is imperative that LEAs submit all graduate data to CALPADS by the mid-September deadline to ensure accurate reporting on the Dashboard and DataQuest, including a-g completers, the State Seal of Biliteracy, and the Golden State Seal Merit Diploma. LEAs can view this information in the CALPADS 15.1 Cohort Outcome – Count report. LEAs must update graduate and completer data by mid-September in order for the most accurate data to be used to calculate the ACGR.

Which reports must LEAs certify and when?

LEAs are required to certify the following report related to *graduate* data:

- Fall 1: 1.6 – *Graduates and Dropouts by Subgroup*. NOTE that this report reflects a one-year graduate count. These data **are not** used to develop the Graduate Rate indicator on the California School Dashboard. The CDE is considering moving the certification of one-year graduate counts to the End-of-Year submission.

- Fall 1: 1.9 – *Completers and Dropouts – Count*

3.1.9.2.   Four-Year Adjusted Cohort Graduation Rate (ACGR)

The CDE is required to annually report a 4-year Adjusted Cohort Graduation Rate (ACGR) based on the federal Every Student Succeeds Act (ESSA) and its non-regulatory guidance published in January 2017 and is posted on CDE's DataQuest. The same ACGR is used as the basis for determining the Graduation Rate indicator on the California School Dashboard, California's accountability system. To meet this reporting requirement, LEAs must maintain student enrollment and exit records in CALPADS, which includes exiting all students at the end of each school year and enrolling students in the next school year, and providing information on how students in the cohort completed. The purpose of this section is to:

- Explain the reporting time frame for the ACGR.

- Define terms related to graduates.

- Explain how students will be identified as graduates and completers.

- Explain which entities will get credited with graduate counts.

- Explain how this data area used.

What is the ACGR Period?

The cohort period is 07/01/Year1 – 08/15/Year 4. The period ends on the 15th of August following Year 4 to provide LEAs additional time to report summer graduates.

What is ACGR?

The ACGR is the number of students who graduate with a regular high school diploma from a school (that includes grade 12), divided by the number of students who began 9th grade four years earlier at that school adjusted for students who transfer in and out of the school in grades 9, 10, 11 or 12.

<p style="text-align:center"><u>"Graduates" as defined (numerator)</u>
Students in 4-year cohort based on initial 9th grade entry year (denominator)</p>

How is the ACGR used?

The ACGR is an important state and federal accountability measure. The CDE reports the ACGR to the federal U.S. Department of Education to meet Every Student Succeeds Act (ESSA) reporting requirements, and is used as the four-year component in the development of   the Graduation Rate performance indicator on the California School Dashboard, which now also includes students from the prior cohort year who subsequently graduate (fifth year graduates). For information about the Graduation Rate indicator on the California School Dashboard, refer to the Technical Guide to the California School Dashboard which is updated annually and is posted on CDE's website.

Where are all the rules for the ACGR?

The ACGR is based on rules specified in the federal Every Student Succeeds Act (ESSA) and its High School Graduation Rate Non-Regulatory Guidance published in January 2017. The non-regulatory guidance can be found here:
https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf

The rules and methodology for calculating the graduation performance indicator on the California School Dashboard are included in the California School Dashboard Technical Guide. This Guide is updated annually and is posted on the CDE's website.

Who is in the cohort? (denominator)

All students who:

- First enrolled in the school in grade nine four years ago.

- Dropped out of the school over the four years.

- Transferred into the school over the four years (in grades 9, 10, 11, 12).

- Transferred to another California public school during the four years but never enrolled in another California school (lost transfer).

- Transferred to Adult Education or community college.

Minus students who are removed from the cohort because they:

- Transferred to another California public school (confirmed by a subsequent enrollment in CALPADS).

- Transferred to a private school.*

- Transferred to another state.*

- Moved to another country.*

- Died.*

- Transferred to an institution that is not primarily academic (e.g. justice system) and is in a secondary program leading to a regular high school diploma or state-defined alternate diploma.*

*LEA must maintain supporting documentation for these transfers or exits (see section "What documentation are LEAs required to maintain?").

Who is a graduate? (numerator)

A high school graduate is defined as:

- A student who withdrew from/left school after meeting all state and local high school graduation requirements and the district/school has acceptable documentation that the student received a "regular high school diploma" equivalent to the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals; OR

- As specified in California Education Code (EC) section 51225.1, a student in foster care, a student who is homeless, a former juvenile court school student who transfers between schools any time after the completion of the pupil's second year of high school, or a pupil who is a child of a military family, completes all requirements specified in EC Section 51225.3."

NOTE: California Education Code section 48412(2) specifies that students who pass the California High School Proficiency Exam (CHSPE) shall receive a "certificate of proficiency" and that the certificate "shall be equivalent to a high school diploma." However, these students are not counted as graduates based on the federal definition of a regular high school graduate as specified in the Every Student Succeeds Act non-regulatory guidance, published January 2017.

What are cohort outcomes?

Every student remaining in the cohort at the end of the four-year cohort outcome period has an outcome. Cohort outcomes fall into the following categories: graduates, non-graduate completers, other transfers, dropouts, and still enrolled. Rates for each cohort outcome are calculated by cohort outcome (numerator) / total cohort (denominator).

To provide a comprehensive picture of outcomes for all students in a cohort, the CDE currently displays cohort outcomes on DataQuest, including counts of graduates having met UC/CSU entrance requirements, graduates earning a State Seal of Biliteracy, and graduates earning a Golden State Seal Merit Diploma.

- **ACGR Graduates:** A cohort student is categorized as an ACGR Graduate if they have a graduate Exit Code/Completion Status *any time* during the cohort outcome period (see table

below for specific School Completion Code). These are graduates receiving a regular high school diploma.

- **Non-Graduate Completers:** A cohort student is categorized as a Non-Graduate Completer if they did not graduate but they have a non-graduate completer Exit Code/Completion Status *any time* during the cohort outcome period (see table below for specific Student Exit Category/School Completion Code). These include California High School Proficiency Exam (CHSPE) Completers, completers receiving an Adult Education High School Diploma, completers receiving a Special Education Certification of Completion, and GED Completers.

- **Other Transfers:** A cohort student is categorized as an "Other Transfer" if their *final* Exit Category prior to August 16 following year 4 of the cohort period is an "Other Transfer" Exit Category *and* the student did not reenroll as of the Cohort Extraction Day, late August following year 4 (see table below for specific Student Exit Category/School Completion Code).

- **Still Enrolled:** A cohort student is categorized as Still Enrolled if 1) they were still enrolled at the end of the cohort period, or 2) their *final* Exit Category prior to August 16 following year 4 of the cohort period is an Other Transfer or Dropout Exit Category *and* either a) the student was enrolled in another school as of the Cohort Extraction Date, approximately late August following year 4, (see table below for specific Student Exit Category/School Completion Code) or b) the student was a Graduate or Non-Graduate Completer after August 15th and prior to the Cohort Extraction Date, approximately late August/early September following year 4 of the cohort.

- **Dropouts:** A cohort student is categorized as a Dropout if their *final* Exit Category prior to August 16 following year 4 of the cohort period is a Dropout Exit Category *and* the student did not reenroll as of the Cohort Extraction Date, late August following year 4 of the cohort (see table below for specific Student Exit Category/School Completion Code).

Which CALPADS Exit/Completion Codes fall into the different outcome categories?

Students exited with the following CALPADS exit/completion codes fall into the corresponding cohort outcome categories:

CALPADS Exit/ Completion Code	CALPADS Exit/Completion Code Name	Graduate in ACGR	Cohort Outcome Category
100	Graduated, Standard High School Diploma	Yes	Graduate
120	Student with Disabilities Certificate of Completion	No	Non-Graduate Completer
250	Adult Education High School Diploma	No	Non-Graduate Completer

CALPADS Exit/ Completion Code	CALPADS Exit/Completion Code Name	Graduate in ACGR	Cohort Outcome Category
320	Received a High School Equivalency Certificate (and no standard HS diploma) Note: This now includes the General Educational Development (GED) exam, the High School Equivalency Test (HiSET), and the Test Assessing Secondary Completion (TASC).	No	Non-Graduate Completer
330:	Passed CHSPE (and no standard HS diploma)	No	Non-Graduate Completer
360:	Completed grade 12 without completing graduation requirements, not grad	No	Dropout
T260 T280	Transferred to Adult Education Transferred to College	No	Other Transfer
T380	Transferred to Institution with No High School Diploma Program	No	Dropout
E140	No Known Enrollment Truant	No	Dropout
E150	Midyear Enrollment-Update	No	Dropout
E155	Year End Enrollment Exit – Same School	No	Dropout
E300	Expelled No Known Enrollment	No	Dropout
E400	Other or Unknown	No	Dropout
E410	Medical Reasons	No	Dropout
E490	Summer or Intersession Exit	No	Dropout
T160	Transfer to a California School - Regular	No	Dropout
T165	Transfer Special Discipline Reasons Or Judge Referral	No	Dropout
T167	Transfer to Alternative School or Program	No	Dropout
T380	Transfer to Institution with no high school diploma program	No	Dropout

Who are cohort dropouts?

Cohort dropouts are students who remain in the cohort and who did not graduate, complete in some manner, or transfer to an adult education program or college and do not re-enroll in another California public school to complete graduation requirements. In addition, students exited with the CALPADS exit codes indicating they have transferred to another California public school are counted as

dropouts if the student did not reenroll and is not still enrolled as of the Cohort Extraction Date (approximately late August/early September of the year following year 4 of the cohort) in another California public school (lost transfers).

Is there a CALPADS report that shows the ACGR?

Yes. Beginning in May of each year, CALPADS Report 15.1 – *Cohort Outcome – Count* becomes available for LEAs to review. The data used to calculate the ACGR for the four-year cohort that will end that year are reflected in this report. If LEAs view this report in May prior to the end of the school year, they will be able to view the students who are in the four-year cohort of students who will be graduating, completing, or otherwise exiting that year. Once the LEA exits the students in the cohort with the appropriate completer codes, they will see their ACGR.

This report uses data from the CALPADS ODS. LEAs do not certify this report. However, the data reflected in this report are pulled from CALPADS when the EOY Amendment Window closes. Therefore, after the EOY Amendment Window closes, which is generally at the end of August, the data used for the ACGR are pulled from CALPADS and any updates to CALPADS that LEAs make that impact the ACGR will not be used by CDE in developing the ACGR or the Graduation Rate indicator on the California School Dashboard.

Are LEAs required to maintain documentation for students leaving the cohort?

Yes. LEAs are required to receive and maintain written documentation that confirm student transfers that remove them from the cohort, such as transferred to a private school. If such documentation is not available/received/maintained, the LEA should change the exit code to E140 – *No Known Enrollment – Truant,* which would make them a dropout. Confirmation that such documentation exists is included in the CDE's Federal Program Monitoring (FPM). The table below, summarizes the CALPADS exit codes that should be updated to a dropout code if the transfer/exit removing the student from the cohort cannot be confirmed:

CALPADS Exit/ Completion Code	CALPADS Exit/Completion Code Name	Student exit code should be updated to a dropout code …
T180	Transfer to a Private School	If written documentation confirming transfer is not received, then LEA should change exit code to E140, at which point the student will be counted as a dropout.
T200	Transfer to a school in US (outside of California)	If written documentation confirming transfer is not received, then LEA should change exit code to E140, at which point the students will be counted as a dropout.
T240	Transfer Outside of US (in another country)	If written documentation confirming transfer is not received, then LEA should change exit code to E140, at which point the student will be counted as a dropout.

CALPADS Exit/ Completion Code	CALPADS Exit/Completion Code Name	Student exit code should be updated to a dropout code …
T370	Transfer to an institution that is not primarily academic (justice system) and is in a secondary program leading to a regular high school diploma or state-defined alternate diploma	If the student is in a facility (juvenile hall, prison) that does not have a program that leads to a regular or alternative high school diploma, or if the student will not be in the facility for sufficient duration to receive a regular or alternate diploma, then the LEA should change the exit code to *T380 – Transfer to an Institution No High School Diploma.*
E130	Died: Student died while enrolled in school or student completed the year and was expected to return, and died during the summer break.	If written documentation confirming exit is not obtained, then LEA should change exit code to E140, at which point the student will be counted as a dropout.

What documentation is required to support certain transfers?

The ESSA High School Graduate Rate Non-Regulatory Guidance specifies that the following written documentation is required to support the transfers and exits in the table below. If such documentation is not received or maintained, the LEA should update the student exit to an E140 – *No Known Enrollment – Truant*.

CALPADS Exit Code	CALPADS Exit Code Name	The LEA must have written documentation such as…
T180	Transfer to a Private School	● A request for student records from a receiving private school in California. ● A written record of a response from an official (in the receiving school or program acknowledging the student's enrollment.
T200	Transfer to a school in US (outside of California)	● A request for student records from a U.S. school outside California. ● A written record of a response from an official in the receiving school or program acknowledging the student's enrollment.
T240	Transfer Outside of US (in another country)	● A written confirmation that a student has emigrated to another country, such as a documented conversation by the school administrator and the student's parent that is placed in the student's file ● An official written documentation, such a request for student records, is *not* required

CALPADS Exit Code	CALPADS Exit Code Name	The LEA must have written documentation such as…
E130	Died: Student died while enrolled in school or student completed the year and was expected to return, and died during the summer break.	• A letter from a parent • An obituary • Official written documentation of a student's death, such as a death certificate, is *not* necessary.
T370	Transfer to Institution with high school diploma program	• Written confirmation that the institution has a school or provides an educational program from which the student is expected to receive a regular high school diploma or state-defined alternate diploma, and that the student will be in the facility for sufficient duration to receive a regular or alternate diploma.

3.1.9.3.   One-Year Dashboard Alternative School System (DASS) Graduation Rate

The CDE develops a one-year graduation rate for schools participating in the Dashboard Alternative School System (DASS). The data for the one-year DASS graduation rate comes from the same enrollment and exit data LEAs submit to CALPADS on an ongoing basis.

The purpose of this section is to:

- Explain the reporting time frame for the one-year DASS graduation rate.

- Define terms related to the one-year DASS graduation rate.

- Explain how this data area used.

What is the Dashboard Alternative School System (DASS)?

California Education Code (EC) Section 52064.5 (AB1808) requires the State Superintendent of Public Instruction, with the approval of the State Board of Education, to develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools.

The Dashboard Alternative School Status (DASS) program replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for all the Dashboard indicators using modified methods, when appropriate.

For more information go to the CDE's website and search "DASS".

One-Year DASS Graduation Rate Reporting Cycle

The one-year DASS Graduation Rate reporting cycle is from July 1 to June 30, although LEAs may report students who graduate by August 15 in order to accommodate summer graduates.

This reporting cycle applies to students in grades 12, 11, Adult, and Ungraded Secondary*, as well as all students who are foster youth or with a Code 40 enrollment status (Receiving Specialized Services), with the following caveats:

- Students in Grade 12: Must be enrolled for 90 consecutive days with an enrollment gap of 30 days or less.

- Students in Grade11, Adult, Ungraded Secondary*, or students who are foster youth or have an enrollment status of Receiving Specialized Services (40): Must be enrolled for 30 consecutive days.

- Summer Graduates: There is no enrollment requirement for students graduating in July or August, or September. However, students graduating after August 15 will be counted as graduates in the next reporting cycle (i.e. July 1 to June 30 of the following year).

What is the One-Year DASS Graduation Rate?

The One-Year DASS Graduation Rate is:

The number of students in grade 11, 12, Adult, or Ungraded Secondary*, who graduate or complete, as defined, and who were enrolled consecutively for a specified number of days. (numerator)

divided by

The number of students in the numerator, plus grade 12 non-graduates enrolled for at least 90 consecutive calendar days between July 1 and June 30, and who did not receive a diploma or approved certificate, dropped out, or were a lost transfer (transferred to another California school but did not show up). (denominator)

Which students are included in the numerator for one-year rates?

Students in the numerator of the one-year rate must meet all of the following requirements:

Grade Requirement	Enrollment Days Requirement	Certificate Requirement
Grade 12 and Enrollment Status of Primary (10)	• Enrolled 90 consecutive calendar days, with an enrollment gap of 30 days or less; or • Graduated in July, August, or September (no enrollment day requirement)	• Standard High School Diploma • High School Equivalency Certificate (e.g. GED) • Student with Disabilities Certificate of Completion (for students aged 18 and 19, must be eligible to take the California Alternate Assessment) • Adult Education High School Diploma

Grade Requirement	Enrollment Days Requirement	Certificate Requirement
Grade 11; Grade Adult; Ungraded Secondary*; Foster youth; or Enrollment status of Receiving Specialized Services (40)	● Enrolled 30 consecutive days; or ● Graduated in July, August, or September (no enrollment day requirement)	● Standard High School Diploma ● High School Equivalency Certificate (e.g. GED) ● Student with Disabilities Certificate of Completion (for students aged 18 and 19, must be eligible to take the California Alternate Assessment) ● Adult Education High School Diploma

*Grade Level Codes Ungraded Secondary (US) is retired as of 6/30/18 but available for transactional purposes prior to AY 2018-2019.

Which students are included in the denominator for one-year rates? (denominator)

Students in the denominator of the one-year rate include all of the following:

- Students in the numerator (graduates and completers)

- Grade 12 non-graduates enrolled for at least 90 consecutive calendar days between July 1 and June 30, and who did not receive a diploma or approved certificate, dropped out, or were a lost transfer (transferred to another California school but did not show up).

Minus students who (these students are removed from the one-year cohort):

- Transferred to another California public school (confirmed by a subsequent enrollment in CALPADS)

- Transferred to a private school*

- Transferred to another state*

- Moved to another country*

- Died*

*LEAs must maintain supporting documentation (see section "What documentation are LEAs required to maintain?").

Assuming all grade and enrollment requirements are met, which CALPADS completer codes are included in the numerator?

The following CALPADS completer codes are included in the numerator of the one-year DASS Graduate Rate, assuming all other requirements are met:

School Completion Status Code	School Completion Status Name	Included in DASS one-year Graduation Rate Numerator
100	Graduated, Standard High School Diploma	Yes
120	Student with Disabilities Certificate of Completion	Yes
250	Adult Education High School Diploma	Yes
320	Received a High School Equivalency Certificate (and no standard HS diploma) Note: This now includes the General Educational Development (GED) exam, the High School Equivalency Test (HiSET), and the Test Assessing Secondary Completion (TASC).	Yes
330	Passed CHSPE (and no Standard High School Diploma)	Yes

Who are one-year DASS cohort dropouts?

One-year DASS graduation cohort dropouts are students who remain in the cohort and who did not graduate, complete in some manner, transfer to an adult education program or college, or re-enroll in another K-12 public school to complete graduation requirements. In addition students exited with the CALPADS exit codes indicating they have transferred to another California public school are counted as dropouts if there are no subsequent enrollments in another California public school (lost transfers).

Students exited with the CALPADS exit codes in the table below, are counted as **dropouts if the exit is the final enrollment in the cohort outcome period.**

CALPADS Exit/Completion Code	CALPADS Exit/Completion Code Name	Student is counted as a cohort dropout…
E140	No Known Enrollment Truant	If CALPADS finds it is the final enrollment in cohort outcome period
E150	Midyear Enrollment-Update	If CALPADS find it is the final enrollment in cohort outcome period
E155	Year End Enrollment Exit – Same School	If CALPADS finds it is the final enrollment in cohort outcome period
E300	Expelled No Known Enrollment	If CALPADS finds it is the final enrollment in cohort outcome period
E400	Other or Unknown	If CALPADS finds it is the final enrollment in cohort outcome period
E410	Medical Reasons	If CALPADS finds it is the final enrollment in cohort outcome period

CALPADS Exit/ Completion Code	CALPADS Exit/Completion Code Name	Student is counted as a cohort dropout…
E490	Summer or Intersession Exit	If CALPADS finds it is the final enrollment in cohort outcome period
T160	Transfer to a California School - Regular	If CALPADS finds it is the final enrollment in cohort outcome period (lost transfer)

How is the One-Year DASS Graduation Rate used?

The One-Year DASS Graduation Rate is used to create the Graduation Rate Indicator and the on the California School Dashboard.

Where are all the rules for the One-Year DASS Graduate Rate?

The rules and methodology for calculating the One-Year DASS Graduation Rate performance indicator are included in the California School Dashboard Technical Guide. This Guide is updated annually and is posted on the CDE's website.

3.2. Program Areas Overview

The Program Areas section contains the following topics:

3.2.1. Career Technical Education

All LEAs providing Career Technical Education (CTE) programs are required to submit CTE related data to CALPADS regardless if they are receiving state or federal funding (e.g. federal Perkins, Career Technical Education Incentive Grant [CTEIG], or Strong Workforce Program [SWP] funds) for CTE. CTE-related data are submitted through the following files:

- Course Section Enrollment (CRSE)

- Student Course Section Enrollment (SCSE)

- Course Section Completion (CRSC)

- Student Course Section Completion (SCSC)

- Student Career Technical Education (SCTE)

- Student Postsecondary Status (PSTS)

For an in-depth description of each of these files see Chapter 2 of this guide. In summary:

- The course enrollment files (CRSE, SCSE) are submitted during Fall 2 and are used primarily to provide a statewide picture of the CTE courses offered in the state on Census Day, and to ensure CTE teachers hold the appropriate credentials.

- The course completion files (CRSC, SCSC), and the Student Career Technical Education (SCTE) file are submitted during EOY 1 and are used for state (CTEIG and SWP) and federal (Perkins) reporting. Additionally, CTE pathway completers are factored into the College/Career Indicator in the California School Dashboard.

- The postsecondary status file (PSTS) is submitted during Fall 2 and provides the postsecondary status of the CTE completers who exited secondary education the prior school year and is used for state (CTEIG and SWP) and federal Perkins reporting.

In addition to CTE-related data, LEAs must have updated student enrollment, student information, student program, and English language acquisition status in CALPADS as the CDE uses these data to report out on CTE students in the various student groups.

How were these data previously submitted?

LEAs previously submitted all data for federal Carl Perkins Career Technical Education program reporting through the Perkins Data System (PDS), which included an E1 and E2 (postsecondary status) submission. Beginning with academic year 2016–17, LEAs submitted data for Perkins E1 through the End-of-Year (EOY) 1 submission to CALPADS, replacing the E1 collection to the PDS. Beginning in 2019–20, for CTE completers exiting secondary education in 2018–19, LEAs will submit their postsecondary status data (formerly referred to as "E2") to CALPADS as part of the Fall 2 submission.

What are CTE data used for?

The CTE data submitted to CALPADS are used for state and federal reporting and state accountability:

- **Federal Reporting:** Previously, LEAs receiving funding under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, referred to as "Perkins IV", were required to report counts of participants and program performance data. Perkins IV was recently reauthorized as the Strengthening Career and Technical Education for the 21st Century Act, referred to as "Perkins V". To implement Perkins V, California is developing a new State Plan, which must be approved by the State Board of Education (SBE) and then submitted to the United States Department of Education. The CDE anticipates SBE approval of the new State Plan in the spring of 2020. Under Perkins V, all LEAs providing CTE programs are required to report CTE data regardless of whether they are receiving federal Perkins funding.

  NOTE: The definitions included in this section are based on Perkins IV. Once a new Perkins State Plan is approved, the CDE will update definitions, modify CALPADS CTE reports, and update this section of the Data Guide to reflect the new definitions and reporting requirements under Perkins V. Fortunately, the new Perkins V requirements are aligned with reporting under the federal Every Student Succeeds Act (ESSA); therefore, when the new State Plan is adopted, it is anticipated that CDE will be able to streamline data collection and reporting for CTE.

- **State Reporting:** In addition to federal Perkins funding, California provides funds to support CTE education through the Career Technical Education Incentive Grant (CTEIG) and Strong Workforce Program (SWP) programs. LEAs receiving funds under these programs are also required to report CTE data. The CDE is in the process of aligning and streamlining all of the

reporting requirements for Perkins, CTEIG, and SWP, utilizing CALPADS data to the extent possible.

- **State Accountability:** CTE data, specifically, students who are CTE pathway completers in the 4-year Adjusted Cohort Graduation Rate (ACGR) are used as factors in the College/Career Indicator on the California School Dashboard.

What CTE data that are submitted to CALPADS and how is it used?

The key CTE data that LEAs submit to CALPADS is course data. LEAs map local CTE courses to the CALPADS state course codes. The CTE state course codes were significantly restructured beginning in 2017–18 to facilitate the mapping of local CTE courses into state courses codes and to better identify where students are on CTE pathways. There are nearly 60 state-approved CTE pathways. Each CTE pathway must include a sequence of courses that encompass at least 300 hours and cover the CTE standards for the pathway.

The CTE state course codes are structured to include for each CTE pathway, an introductory, intermediate, and advanced course. The "Introduction" course is generally the first course a student takes in a pathway. Some introductory courses may lead to more than one pathway. The "Advanced" course is generally the "capstone" course, or the final course a student takes in a CTE pathway. Three-course pathways include an "Intermediate" course which a student takes after the introductory course and before the advanced or capstone course. LEAs determine the number of courses in a CTE pathway.

By submitting course enrollment data for all students as part of the Fall 2 submission, LEAs are providing a picture of the CTE courses and pathways being offered statewide and by district and school. The course data which includes the teachers teaching the courses is provided to the Commission on Teacher Credentialing to monitor whether teachers have the appropriate CTE authorizations.

By submitting course completion data for students in departmentalized courses in grades 7 – 12 as part of the End-of-Year (EOY) 1 submission, LEAs are submitting CTE participants, defined as follows:

- **CTE Participant:** A CTE participant is a student who has completed the equivalent of a conventional 50-minute class taken five times per week for 180 school days, or approximately 150 hours of instruction in a state-recognized CTE pathway. The CDE counts as a participant, any student who has completed a CTE course.

LEAs also maintain data on student participation in CTE programs and submit to the CDE on the Student Career Technical Education (SCTE) file as part of the EOY 1 submission, students who are CTE pathway concentrators and completers, which are defined under Perkins IV and the current State Plan as follows:

- **CTE Concentrator:** A CTE concentrator is identified locally and is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-approved CTE pathway and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course. The CDE counts as a concentrator, students the LEA has identified as concentrators by populating Field 11.13 – *CTE Pathway Code* on the SCTE file with the pathway code that the

student is concentrating in. CALPADS validates whether students identified as CTE concentrators on the SCTE file, have completed a course in the identified CTE pathway.

- **CTE Completer:** A CTE completer is identified locally and is a student who has completed a minimum of 300 hours in a state-approved CTE pathway and has successfully passed the capstone course in that sequence with a grade of C- or better. The CDE counts as a completer, students the LEA has identified as a completer by populating the Field 11.14 – *CTE Pathway Completion Academic Year ID* on the SCTE file with the current academic year. CALPADS validates whether students who are identified as CTE pathway completers on the SCTE file, have completed the capstone course in the pathway.

With the restructuring of the CTE state course codes, the CDE is analyzing the feasibility of deriving CTE pathway concentrators and completers from the course completion data. If feasible, the CDE will consider discontinuing the SCTE file.

What are the data responsibilities of CTE program staff?

CTE program staff must:

- Review local CTE courses and ensure they are mapped to correct CALPADS CTE Course codes.

- Work with LEA human resources staff and credential analysts to ensure that teachers teaching CTE courses hold the appropriate credentials/authorizations.

- Identify and track CTE concentrators and the pathway(s) they are in.

- Identify CTE completers.

- Identify CTE courses that have been articulated with a postsecondary institution.

- Identify whether a CTE course began with funding from a California Partnership Academy grant.

- Identify whether a course is a district or Regional Occupational Program (ROP) course.

What are the CTE data elements and when are they submitted?

The following data elements include CTE data or are specific to CTE. All LEAs are required to submit these data if they provide a CTE program, regardless if they receive state or federal CTE funding. These data are submitted on the following files:

- Course Section Enrollment (CRSE)

- Student Course Section Enrollment (SCSE)

- Course Section Completion (CRSC)

- Student Course Section Completion (SCSC)

- Student Career Technical Education (SCTE)

- Student Postsecondary Status (PSTS)

Educational Data Management Division
California Department of Education

The data elements on these files that must be submitted for CTE are described below, based on when they must be submitted (for which CALPADS submission).

Fall 2 Submission

Field Number	Data Element Public Name	When Submitted	Comment
CRSE 9.07	CRS-State Course Code	Fall 2	• LEAs submit what CTE courses are being offered on Census Day, the first Wednesday in October. From these data, the CDE provides a summary of the CTE courses being offered in California, statewide, and by district and school. • Specifically, State Course Codes (formerly known as CBEDS Assignment Codes) in the 7000 and 8000 series are CTE courses.
CRSE 9.14 SCSE 10.14	Course Section ID	Fall 2	This is a required field that is submitted on both the Course Section Enrollment (CRSE) and Student Course Section Enrollment (SCSE) files. The Course Section ID ties the CTE course to the student taking the course.
CRSE 9.12	CRS-CTE Postsecondary Articulated Course Indicator	Fall 2	This data element is used to collect information on whether or not a CTE course has been articulated with a postsecondary institution. A student who passes one of these courses with a C or better generally meets a prerequisite course requirement at the postsecondary level. The student may *or may not* receive college-credit for the course.
CRSE 9.26	Education Program Funding Source Code	Fall 2	This data element indicates whether a given course was initially funded or is currently funded by California Partnership Academy program funds. If the course is not funded by California Partnership Academy program funds, the field should be left blank.

CRSE 9.27	CTE Course Section Provider Code	Fall 2	• This required data element indicates whether a given CTE course section is provided by:
			
			   o A Regional Occupational Center (ROC) or Program; or:
			
			   o The District.
			
			• NOTE: If a given school does not have a formal CTE program, but provides a CTE course that is mapped to a CTE Course Code, the LEA should select the "District" option.

Field Number	Data Element Public Name	When Submitted	Comment
CRSE 9.32	AP/IB Course Code Cross Reference	Fall 2	This a four-digit cross reference to the actual AP or IB State Course Code for AP or IB courses that a local educational agency has mapped to a Career Technical Education (CTE) State Course Code (7000-8999) because that course is part of a CTE pathway. This allows an LEA to identify that the CTE course that a student completed was also an AP or IB course.
CRSE 9.36	High Quality CTE Course Indicator	Fall 2	This field indicates whether the course section is being taught by a CTE credentialed teacher.
PSTS 17.11	Education Program Participation Type Code	Fall 2	● This file is submitted for CTE completers who were part of the prior year 4-year Adjusted Cohort Graduation Rate. ● This field should be populated with Code 20 – Career Technical Education.
PSTS 17.12	Postsecondary Status Code	Fall 2	● This file is submitted for the CTE completers who were part of the prior year 4-year Adjusted Cohort Graduation Rate. ● This represents the CTE completer's postsecondary status after exiting secondary education.

Field Number	Data Element Public Name	When Submitted	Comment
CRSC 9.07	CRS-State Course Code	EOY 1	• LEAs submit course completion data to the CDE at the end of the year. From these data, the CDE extracts what is required to determine the LEAs' CTE participant counts. • Specifically, State Course Codes (formerly known as CBEDS Assignment Codes) in the 7000 and 8000 series are CTE courses. All students completing CTE courses or who have designated pathways will be counted as "CTE participants" for federal Perkins reporting purposes. LEAs do not have to submit any additional data for CTE participant counts. The program staff at the LEAs, however, should check that their CTE courses are mapped to the appropriate CTE state course codes. • Students who have completed a CTE pathway will also be used in the Career/College Indicator (CCI) in the California School Dashboard. LEAs submit CTE pathway completer information on the Student Career Technical Education (CTE) file, however, in order to submit that a student is a CTE completer, the student must have completed a CTE Capstone course with a grade of C- or better.
CRSC 9.14 SCSC 10.14	Course Section ID	EOY 1	• This is a required field that is submitted on the Course Section Completion (CRSC) and Student Course Section Completion (SCSC) files. The Course Section ID ties the CTE course to the student completing the course.
CRSC 9.12	CRS-CTE Postsecondary Articulated Course Indicator	EOY 1	• This data element is used to collect information on whether or not a CTE course has been articulated with a postsecondary institution. A student who passes one of these courses with a C or better generally meets a prerequisite course requirement at the postsecondary level. The student may *or may not* receive college-credit for the course

Field Number	Data Element Public Name	When Submitted	Comment
CRSC 9.26	Education Program Funding Source Code	EOY 1	● This data element indicates whether a given course was initially funded or is currently funded by California Partnership Academy program funds. If it is not funded by California Partnership Academy program funds, the field should be left blank.

CRSC 9.27	CTE Course Section Provider Code	EOY 1	● This required data element indicates whether a given CTE course section is provided by:
			
			   o A Regional Occupational Center (ROC) or Program; or:
			
			   o The District.
			
			● It is important that LEAs report ALL CTE courses that a student completes – even those courses completed at a ROC. Because ROCs cannot report course completion directly to CALPADS, the LEA where the student is primarily enrolled is expected to report the course.
			
			● NOTE: If a given school does not have a formal CTE program, but offers a CTE course that is mapped to a CTE Course Code, the LEA should select the "District" option.

CRSC 9.32	AP/IB Course Code Cross Reference	EOY 1	● This a four-digit cross reference to the actual AP or IB State Course Code for AP or IB courses that a local educational agency has mapped to a Career Technical Education (CTE) State Course Code (7000-8999) because that course is part of a CTE pathway. This allows an LEA to identify that the CTE course that a student completed was also an AP or IB course.
CRSC 9.36	High Quality CTE Course Indicator	EOY 1	● This field indicates whether the course section is being taught by a CTE credentialed teacher.

Should LEAs report courses that their students complete at a Regional Occupational Center?

Yes. CTE course data are required for students even if the courses are taken through ROC/Ps.

ROC/Ps, however, cannot obtain administrator accounts for CALPADS and they cannot submit their data directly to CALPADS; they must submit their data through the LEAs in which the students are primarily enrolled. Thus, it is incumbent upon these LEAs to obtain the data from the ROC/Ps and to submit the data (courses completed in ROC/Ps) to CALPADS.

LEAs should indicate in the course section records that the courses are administered by Regional Occupational Centers or Programs (i.e., in the "CTE Course Section Provider Code" field, LEAs should enter Code 1 – *Regional Occupational Centers and Programs*). In addition, since course section records require SEIDs, and the LEAs may not maintain the SEIDs for teachers employed by ROC/Ps, LEAs may use a "9999999999" for the SEIDs of these teachers in order to enable the submission of course section records.

When should CTE data be updated in local systems?

CTE program staff should identify and maintain CTE courses and pathways. Updating CTE data then begins when schools are putting together the master schedule for the school year. CTE program staff should review and update CTE courses and ensure that they are mapped to the appropriate CALPADS State Course Codes.

CTE program staff should then review student enrollment in CTE courses, as it is an indication of the count of CTE participants, concentrators, and completers a school will have at the end of the year. Generally, students enrolled in any CTE course will be counted as CTE participants, if they complete those courses.

The CTE student information may be—and should be—updated in LEAs local systems on an ongoing basis throughout the year. If this is done, then only the CTE Pathway Completer Indicator data may require updating at the end of the year, when students complete the associated pathway completion requirements.

The course completion (which includes the CTE information on courses) and the CTE pathway completer data may be submitted to CALPADS after students have completed courses and after grades and credits have been given. Depending on the LEA, this submission may occur following each term in which grades and credits are given (e.g., after completion of a quarter or semester), or at the end of the year following the completion of all courses for the year.

The CTE postsecondary status information must be collected by LEAs in the second quarter (approximately six months) following the end of the school year. Therefore, generally in the December – January time fame, LEAs must survey students who exited secondary education in the prior school year and who completed a CTE pathway during their high school career. The survey results must then be submitted on the Postsecondary Status (PSTS) file to CALPADS as part of the Fall 2 submission. See Chapter 2 of this guide for more information about the PSTS file.

Are the two CTE Pathway data elements (Field Numbers 11.13 and 11.14) required?

In the Student Career Technical Education (SCTE) file, the CTE Pathway Code (Field 11.13) is required. However, the CTE Pathway Completion Academic Year ID (Field 11.14) is not required. This field should only be populated for students who completed a particular CTE Pathway within the Reporting Academic year.

What reports must LEAs certify and when?

LEAs are required to certify the following reports related specifically to *CTE* data:

- EOY 1: 3.14 – *Career Technical Education Concentrators and Completers* – Count by Pathway: This report shows the counts of CTE concentrators and completers – by school and by CTE pathway

- EOY 1: 3.17 – *Career Technical Education Non-Concentrators – County by Industry Sector*: This report shows the counts of CTE non-concentrators – by school and by CTE industry sector.

3.2.2. **Educational Options Schools and Programs**

Educational options include schools or programs of choice and schools or programs to which students are referred voluntarily or involuntarily. These schools and programs (sometimes referred to as "alternative") provide the environment, curriculum, and support systems needed to ensure that participating students have the opportunity to achieve their full academic potential and earn their high school diplomas.

These data were previously collected as aggregate counts through CBEDS.

Methods of collection in CALPADS and ORA

After analyzing the educational options programs collected in CBEDS, it was determined that, depending on the school type or program, student participation in these programs could be collected at the school level, student level, or course level. Thus, school-level data are now being collected through the Online Reporting Application (ORA) system, and student and course-level data are now collected through CALPADS.

The following table outlines the methodology used to collect program participation data for each of the educational options school types and programs.

Collection System	How Collected	Educational Options School Type or Program*
CALPADS	Participation is collected at the student level through a program record (SPRG).	● California Partnership Academies. ● Opportunity programs.
CALPADS	Participation is collected at the student level through an enrollment record (SENR).	● District of Choice
CALPADS	Participation is determined by course enrollment.	● AVID. ● Independent study. ● International Baccalaureate programs.
ORA	Program participation is determined by enrollment in an educational options school type.	● Alternative schools of choice. ● Magnet schools. ● Smaller learning communities. ● Thematic schools.

*NOTE: The Specialized Secondary Program was included in the Categorical Consolidation and therefore will not be collected in CALPADS.

Why are these data needed?

Many students participating in educational options programs are at high risk of dropping out or of failing academically. The California Department of Education responds to numerous inquiries from the State Legislature, the Office of the Governor, and the State Board of Education for data on these specific student populations because of the significant effect that these populations have on graduation and dropout rates.

3.2.3. Home/Hospital and Independent Study Programs

This section discusses the enrollment of students in district-level home & hospital or independent study programs.

What is a district-level home/hospital or independent study program?

District-level home/hospital and independent study programs provide home and hospital or independent study instruction through district-level staff who are not affiliated with a specific school in a given district.

In a district-level home/hospital or independent study program, neither the staff providing instruction nor the students are affiliated with a specific school in the given district. Rather, the staff and students are directly affiliated with the district office.

Regarding CDS codes: The CDE does not assign county-district-school codes to programs.

How should these students be reported in CALPADS?

LEAs should enroll students in district-level home/hospital and independent study programs at the district-level entity only when a given student is receiving all of his/her instructional services in one of these programs from a teacher affiliated with the district office. These students should be primarily enrolled at the district office by using the county-district code in both the Reporting LEA and School of Attendance fields in CALPADS.

If the student is receiving any instructional services from his/her *school* of residence, then the student should be enrolled at his/her school of residence, and all associated data for that student should be submitted by the school of residence.

If an LEA's district-level program meets all of the criteria defined in the CDE's "definition of a school*," then rather than enrolling students in the district-level entity, the LEA should apply for a county-district-school code through the CDE Educational Demographics Office. For more information obtaining a county-district-school code, refer to the CDE's County-District-School Administration web page at https://www.cde.ca.gov/ds/si/ds/.

*For the CDE's definition of a school, refer to the CDE's Definition of a School web page: https://www.cde.ca.gov/ds/si/ds/dos.asp.

Where should LEAs report course and program data for these students?

Once the enrollments at the district-level entity have been created for these students, then all data associated with the students, including course and program data, should be submitted using the county-district code in the Reporting LEA and School of Attendance (also known as School of Course Delivery) fields.

Chapter 4. **School Types**

This chapter contains information regarding requirements that may be different for specific school types, such as charter schools.

This chapter should give users an understanding of the business rules that certain types of schools should follow with respect to CALPADS reporting.

Contents

This chapter contains the following topics:

4.1. **Charter School Reporting**

This section discusses the general rules that apply to charter schools with respect to data reporting and assessment administration.

How do charter schools report data to CALPADS?

Regardless of funding type (how the charter school receives funding), a charter school must elect to report CALPADS data in one of two methods:

● Independent of its authorizing agency.

● Through its authorizing agency.

A charter school electing to report its data independent of its authorizing agency is referred to as an "Independently Reporting Charter" or "IRC".

The reporting method is referred as the "reporting status." Once a reporting status is selected, the charter school must *report all data to CALPADS using that method;* that is the charter school must submit data that comes from a student information system (SIS) and data that comes for a special education data system (SEDS) using the same method. Charter schools that do submit their data using the same method will be unable to certify their CALPADS Fall 1 and EOY 3 and 4 submissions.

The decision regarding which method to report data is up to the charter school administration, and it is highly dependent on local data administration, data systems, and business practice factors.

It is important for a charter school and its authorizing agency to reach consensus regarding the charter school's reporting status.

Are LEAs required to align their CALPADS reporting status with other CDE collections, assessment administration, or funding status?

Charter schools are required to report data to CALPADS and to the California Basic Education Data System – Online Reporting Application (CBEDS-ORA), in the same manner. That is, charter schools must submit *both* CALPADS and CBEDS-ORA data, independent of it authorizing agency, or through its authorizing agency.

Charter schools are not required to align their CALPADS reporting status to their assessment administration, or funding model, however, charter schools are encouraged to do so.

It should be noted, however, that charter schools must align their assessment administration and their funding model. For California Assessment of Student Performance and Progress (CAASPP), per *Education Code Section* 60603 and California Code of Regulations Title 5, Section 851(b) and beginning in the 2014–15 academic year:

- Direct-funded charter schools must conduct CAASPP assessments independently of its authorizing agency (*EC* 60603); and

- Any charter school that is not direct-funded must conduct assessments through its authorizing agency (5 CCR, § 851(b))

This alignment is not required for the administration of the English Language Proficient Assessments for California (ELPAC).

The table below displays the different combinations of administrative functions that charter schools may have:

If a charter school's CALPADS reporting status is…	And the charter school's funding model is….	Then the school's CAASPP assessment administration status must be…	And the school's ELPAC administration status is….
Dependent	NOT direct-funded	Dependent	determined by the charter school
Dependent	Direct-funded	Independent	determined by the charter school
Independent	NOT direct-funded	Dependent	determined by the charter school
Independent	Direct-funded	Independent	determined by the charter school

While these combinations are allowed, charter schools are strongly encouraged to move towards aligning these processes as doing so streamlines the processes and greatly reduces errors and issues that arise when the processes are not aligned. To streamline these processes, best practices would be for charter schools to align their administrative functions as follows:

If the charter school's funding model is…	Then the recommended CALPADS Reporting Status is…..	And the recommended Assessment Administration Status (for CAASPP and ELPAC) is…
Direct-funded	Independent	Independent
NOT Direct-funded	Through the authorizing agency	Through authorizing agency

When must a new charter school must inform the CDE of its reporting status in CALPADS?

A newly established charter school must complete and submit a *Charter School Reporting Status Change Form*, which is located on the CDE's CALPADS and Charter Schools Data Reporting Policy web page at https://www.cde.ca.gov/ds/sp/cl/charterschools.asp. This form should be submitted as soon as possible after a charter school has been established.

CDE will check to make sure this form has been submitted when it considers the charter school's application for a County-District-School (CDS) code.

Can a charter school change its reporting status?

Yes. A charter school may change its reporting status annually during the specified timeframe (May 1 – June 30). A charter school's reporting status will not change unless the charter school submits a *Charter School Reporting Status Change Form* during the specified timeframe.

No change is made to a charter school's reporting status without a completed and signed CDE *Charter School Reporting Status Change Form* indicating that the charter school administrator has read and understands the CALPADS data maintenance and reporting requirements. The reporting status change form must be sent by a charter school and *not* by its authorizing agency and postmarked by June 30 in order to be approved for the upcoming reporting year. Requests postmarked after the June 30 deadline are considered on a case-by-case basis.

A charter school's reporting status remains the same unless the charter school submits a reporting status change form during the specified timeframe for submitting the form.

The CDE encourages the charter school and its authorizing agency to work together on the decision to change the reporting status of the charter school. To ensure that high-quality data can be easily maintained and reported to CALPADS, consensus should be reached between a charter school and its authorizing agency regarding the charter school's decision to change. Once the charter school submits the *Charter School Reporting Status Change Form*, the CDE will officially notify the charter school's authorizing agency of the change.

Once the change has been implemented in CALPADS, charter staff and/or the authorizing agency should contact the CALPADS Service Desk for guidance on how the change will affect current data submission practices for the LEA.

How does a charter school change its reporting status?

To change its reporting status, the charter school must send a completed and signed *Charter School Reporting Status Change Form* by June 30th to the CALPADS Operations Office by e-mail at CALPADS@cde.ca.gov or by fax at 916-327-0195.

The *Charter School Reporting Status Change Form* is located on the CDE's CALPADS and Charter Schools Data Reporting Policy web page at https://www.cde.ca.gov/ds/sp/cl/charterschools.asp.

What happens if an independently reporting charter school fails to certify data by reporting deadlines? Will its reporting status be changed?

IRCs that fail to certify data by the CALPADS reporting deadlines will have no data reported. The CDE will not automatically change an IRC's reporting status if it fails to certify data by the deadlines. However, it is the responsibility of the charter school's authorizing agency to ensure that the charter school fulfills its state reporting requirements.

Can charter schools reporting through their authorizing agencies view data in CALPADS?

Yes, if the authorizing agency grants the charter school the charter school role in CALPADS. The CALPADS Administrator of the authorizing LEA may grant this role through the CALPADS LEA Administrator functions. It is a local LEA policy, however, as to whether to provide this role.

CALPADS does provide the authorizing agencies the ability to grant charter schools the ability to send data directly to CALPADS. However, the authorizing agencies are still responsible for certifying the data, and may require the charter schools to send their CALPADS data through their authorizing agencies.

Who is responsible for reporting data for charter schools that close?

Each charter document for a charter school must contain a process to be followed should the school close. This process must contain specific procedures dealing with the transfer and closure of student records at the school, which includes the submission of records to exit any open enrollments in CALPADS. If the charter school served any students in grades 7–12, the Fall 1 certification must be completed the following year to certify the graduate and dropout data for the charter.

If an IRC closes before exiting its enrollments in CALPADS, the school's independently-reporting status remains, and the authorizing agency is issued a CALPADS LEA Administrator account to enable the agency to exit any open student enrollments and to complete the Fall 1 certification. If the authorizing agency fails to exit students for a closed charter school, then a state administrator will exit open enrollments by populating the Student Exit Reason Code (Field 1.27) with a Student Exit Category Code of E400 (OtherOrUnknown). Using the Student Exit Category Code of E400 (OtherOrUnknown) could potentially affect graduation and dropout calculations for the authorizing agency.

What happens when an IRC becomes reauthorized under a new authorizing agency?

If an IRC becomes reauthorized under a new authorizing agency, the charter school's CD code will change, and all open enrollments will be transferred to the new charter school. The charter school is responsible for resolving any CCE or MID anomalies tied to its former status, and if the charter served any students in grades 7–12, the Fall 1 certification must be completed for its former status.

What happens if an IRC becomes inactive?

If an IRC becomes inactive, meaning the school is not closed but is not operating in the current school year, the charter school loses its independently-reporting status and is moved to be a school within the authorizing agency. The authorizing agency must then close all open enrollments. This task may be completed by charter school staff if the authorizing agency creates user accounts that allow charter staff to exit the students. The authorizing agency must also submit a request to put the charter school on the Excluded Schools list, to inform CALPADS that the school is excluded from certification requirements. The CDE will place the charter school on the Excluded Schools list once all open enrollments have been closed.

Chapter 5. **Appendices**

This chapter contains the following appendices

5.1. **Appendix A: CALPADS Certification Window**

This appendix is intended to help users of this guide understand the submission windows for CALPADS. For further detail on CALPADS submissions or specifications, refer to the CALPADS File Specifications.

Certification Submissions: The California Department of Education has identified the following CALPADS data submissions to support state and federal reporting needs for the Fall and the end of the academic year:

- Fall 1 – Annual Enrollment Update/English Language Acquisition Status/Title III Eligible Immigrants/Unduplicated Disadvantaged Student Count/Student with Disabilities.

- Fall 2 – Course Enrollment/Staff Assignments/English Learner Services/Career Technical Education Completer Postsecondary Status.

- End-of-Year 1 – Course Completion/Career Technical Education.

- End-of-Year 2 – Program Participation.

- End-of-Year 3 – Absence Summary/Cumulative Enrollment/Discipline.

- End-of-Year 4 – Students with Disabilities (Formerly EOY 4 included "Waivers". This was retired in 2015-16.)

The table below *(excerpted from Section 1.5.2 of the CALPADS File Specifications)* identifies the CALPADS file formats required for submission during each data collection window.

CALPADS File Formats Required for Submissions

File	Fall 1-Annual Enrollment Update/ Title III Eligible Immigrants/ English Language Acquisition Status/ Students with Disabilities	Fall 2-Course Enrollment/ Staff Assignment / EL Services	EOY 1- Course Completion/ Career Technical Education	EOY 2 -Program Participation	EOY 3- Absence Summary/ Cumulative Enrollment / Discipline	EOY 4 – Students with Disabilities
SSID Enrollment	R[1]	U	U	U	U	U
Student Information	U[2]	U	U	U	U	U
Student Program	R[3]	U	U	R	U	U
Course Section	n/a	R	R	n/a	n/a	n/a
Student Course Section	n/a	R	R	n/a	n/a	n/a
Postsecondary Status	n/a	R	n/a	n/a	n/a	R
Staff Demographics	n/a	R	U	n/a	n/a	n/a
Staff Assignments	n/a	R	n/a	n/a	n/a	n/a
Student Discipline	n/a	n/a	n/a	n/a	R	n/a
Student Career Technical Education	n/a	n/a	R	n/a	n/a	n/a

File	Fall 1-Annual Enrollment Update/ Title III Eligible Immigrants/ English Language Acquisition Status/ Students with Disabilities	Fall 2-Course Enrollment/ Staff Assignment / EL Services	EOY 1- Course Completion/ Career Technical Education	EOY 2 -Program Participation	EOY 3- Absence Summary/ Cumulative Enrollment / Discipline	EOY 4 – Students with Disabilities
Student English Language Acquisition	U[4]	n/a	n/a	n/a	U	U
Student Absence Summary	n/a	n/a	n/a	n/a	R	n/a
Special Education	U	n/a	n/a	n/a	n/a	R
Special Education Services	n/a	n/a	n/a	n/a	n/a	R

Table Legend

R=Required submission for the specified data collection

U=Updated data submitted if data in CALPADS is not current

[1] Include all SSID enrollment records for students actively enrolled as of Fall Census Day, the first Wednesday of October that have not previously been reported

Include all SSID enrollment records for students (including any Graduates, Dropouts, and withdrawals) that have not been previously reported

[2] Include all Student Information records for the current academic year with an effective start date between July 1 and Fall Census day for students actively enrolled and receiving instruction/services as of Fall Census Day, the first Wednesday of October.

[3] Student eligibility for Title I Part C Migrant, Gifted and Talented Education, Foster Program, Homeless Program, and student participation in Special Education must be up to date for the Fall 1 submission. If there are no changes to student eligibility for or participation in these programs, no updates need be provided. Eligibility for National School Lunch Program, however, must be submitted each year.

[4] This file is required when obtaining a new SSID, but in all other cases should only be submitted when the data within the file have changed.

5.2. **Appendix B: CALPADS Reports Summary**

This appendix includes the following reports summaries:

- Certification and Supporting Reports (summarized in the table directly below)
- County/Authorizing LEA reports (summarized in a second table)

Certification and Supporting Reports: The table below summarizes the certification and supporting reports for each submission available to LEAs in the fall and end-of-year (EOY) snapshot collection windows. LEAs are only required to certify the certification reports. The supporting reports provide further details (drill-downs) relevant to the summaries found in the certification reports, and they may be used by LEAs to help validate their data.

Report Number and Name	Fall 1	Fall 2	EOY	EOY	EOY	ODS
1.0 - Certification Error Report	S	S	S	S	S	n/a
1.0a - Expected Schools Information	S	S	S	S	S	n/a
1.1 - Enrollment - Primary Status by Subgroup	C	n/a	n/a	n/a	n/a	S
1.2 - Enrollment - Primary Status Student List	S	n/a	n/a	n/a	n/a	S
1.3 - Enrollment - Primary Status Disaggregated	S	n/a	n/a	n/a	n/a	S
1.4 - Enrollment Count - State View	S	n/a	n/a	n/a	n/a	n/a

Report Number and Name	Fall 1	Fall 2	EOY	EOY	EOY	ODS
1.5 - Enrollment - By Status Disaggregated	S	n/a	n/a	n/a	n/a	S
1.6 - Graduates and Dropouts by Subgroup	C	n/a	n/a	n/a	n/a	S
1.7 - Graduates by Subgroup - Student List	S	n/a	n/a	n/a	n/a	S
1.8 - Dropouts by Subgroup - Student List	S	n/a	n/a	n/a	n/a	S
1.9 - Completers and Dropouts - Count	C	n/a	n/a	n/a	n/a	S
1.10 - Completers and Dropouts - Student List	S	n/a	n/a	n/a	n/a	S
1.11 - Completer Exits - Count Disaggregated	S	n/a	n/a	n/a	n/a	S
1.12 - Dropouts - Count Disaggregated	S	n/a	n/a	n/a	n/a	S
1.13 - Exits - Count Disaggregated	S	n/a	n/a	n/a	n/a	S
1.14 - Dropouts - State View	S	n/a	n/a	n/a	n/a	n/a
1.17 - FRPM/English Learner/Foster Youth - Count	C	n/a	n/a	n/a	n/a	S
1.18 - FRPM/English Learner/Foster Youth - Student List	S	n/a	n/a	n/a	n/a	S
1.21 – Cumulative Enrollment – Count	n/a	n/a	n/a	n/a	C	n/a
2.1 – Title III Eligible Immigrants – Count	C	n/a	n/a	n/a	n/a	n/a
2.2 – Title III Eligible Immigrants – Count by Birth Country	S	n/a	n/a	n/a	n/a	S
2.4 – English Learner Education Services – Student Count Unduplicated	n/a	C	n/a	n/a	n/a	S
2.5 – English Learner Education Services – Unduplicated Count of Teachers Providing EL Services	n/a	C	n/a	n/a	n/a	S
2.6 – English Learner – Count by Primary Language	n/a	S	n/a	n/a	n/a	S
2.7 – English Learner Education Services – Student List	n/a	S	n/a	n/a	n/a	S

Report Number and Name	Fall 1	Fall 2	EOY	EOY	EOY	ODS
2.8 – English Language Acquisition Status – Count by Primary Language	C	n/a	n/a	n/a	n/a	S
2.9 – English Language Acquisition Status – Census Comparison	C	n/a	n/a	n/a	n/a	n/a
2.10 – English Language Acquisition Status – Census Comparison Student List	S	n/a	n/a	n/a	n/a	n/a
2.11 – English Learner Instructional Plan – Count by Plan	n/a	S	n/a	n/a	n/a	S
2.12 – English Language Acquisition Status – ELs Reclassified RFEP	C	n/a	n/a	n/a	n/a	n/a
2.13 – English Language Acquisition Status – ELs Reclassified RFEP Student List	S	n/a	n/a	n/a	n/a	n/a
3.1 – Class Size – by Content Area	n/a	S	n/a	n/a	n/a	S
3.2 – Class Enrollment – by Content Area	n/a	S	n/a	n/a	n/a	S
3.3 – Class Enrollment – Student List	n/a	S	n/a	n/a	n/a	S
3.4 – NCLB Core Course Section Compliance – Count by Content Area	n/a	C	n/a	n/a	n/a	S
3.5 – NCLB Core Course Section Compliance – Detail	n/a	S	n/a	n/a	n/a	S
3.6 – Course Section Enrollment – Count by Content Area	n/a	C	n/a	n/a	n/a	S
3.7 – Course Section Enrollment – Count and Details	n/a	S	n/a	n/a	n/a	S
3.8 – Course Section Enrollment – Student List	n/a	S	n/a	n/a	n/a	S
3.9 – Course Sections Completed – Count by Content Area for Departmentalized Courses	n/a	n/a	C	n/a	n/a	S
3.10 – Course Sections Completed – Count and Details for Departmentalized Courses	n/a	n/a	S	n/a	n/a	S

Report Number and Name	Fall 1	Fall 2	EOY	EOY	EOY	ODS
3.11 – Course Sections Completed – Student List for Departmentalized Courses	n/a	n/a	S	n/a	n/a	S
3.12 – Career Technical Education Participants – Count Disaggregated	n/a	n/a	C	n/a	n/a	S
3.13 – Career Technical Education Participants – Student List	n/a	n/a	S	n/a	n/a	S
3.14 – Career Technical Education Concentrators and Completers – Count by Pathway	n/a	n/a	C	n/a	n/a	S
3.15 – Career Technical Education Concentrators and Completers – Student List	n/a	n/a	S	n/a	n/a	S
3.16 – Educational Options Course Completion – Student Count	n/a	n/a	S	n/a	n/a	S
3.17 – Career Technical Education NonConcentrator Participants – Count by Industry Sector	n/a	n/a	C	n/a	n/a	n/a
3.18 – Career Technical Education NonConcentrator Participants – Student List	n/a	n/a	S	n/a	n/a	n/a
4.1 – Staff – Count and FTE by Job Classification	n/a	C	n/a	n/a	n/a	S
4.2 – Staff – Count and FTE by Job Classification Disaggregated	n/a	S	n/a	n/a	n/a	S
4.3 – Staff Teaching Assignments – Detail	n/a	S	n/a	n/a	n/a	S
4.4 – Staff Profile – List	n/a	S	n/a	n/a	n/a	S
4.5 – Staff Non-Classroom Based or Support Assignment – Detail	n/a	S	n/a	n/a	n/a	S
5.1 – Program Participants – Count	n/a	n/a	n/a	C	n/a	S
5.1a – Free or Reduced-Price Meal Eligibility – Count	S	n/a	n/a	n/a	n/a	S
5.2 – Program Participants – Title I Part A Basic Targeted Services	n/a	n/a	n/a	S	n/a	S

Report Number and Name	Fall 1	Fall 2	EOY	EOY	EOY	ODS
5.3 – Program Participants – Student List	n/a	n/a	n/a	S	n/a	S
5.3a – Free or Reduced Price Meal Eligibility – Student List	S	n/a	n/a	n/a	n/a	S
5.4 – Homeless Students Enrolled	n/a	n/a	n/a	C	n/a	S
5.5 – Homeless – Student List	n/a	n/a	n/a	S	n/a	S
7.1 – Discipline Incidents – Count by Most Severe Offense	n/a	n/a	n/a	n/a	C	S
7.2 – Discipline Incidents – Student List	n/a	n/a	n/a	n/a	S	S
7.3 – Discipline Actions – Count	n/a	n/a	n/a	n/a	C	S
7.4 – Discipline Actions – Count by Offense	n/a	n/a	n/a	n/a	C	S
7.5 – Discipline Offenses – Student List	n/a	n/a	n/a	n/a	S	S
7.6 – Discipline Actions – Persistently Dangerous Offense Expulsions	n/a	n/a	n/a	n/a	C	S
7.7 – Discipline Removals for Students with Disabilities – Count	n/a	n/a	n/a	n/a	C	S
7.8 – Unilateral Removals for Students with Disabilities – Count	n/a	n/a	n/a	n/a	C	S
7.9 – Discipline Removals for Students with Disabilities – Student List	n/a	n/a	n/a	n/a	S	S
8.1 – Student Profile – List	S	n/a	n/a	n/a	S	S
8.1a – Student Profile Exits – List	S	n/a	n/a	n/a	n/a	S
8.1b – Student Profile Dropouts – List	S	n/a	n/a	n/a	n/a	S
8.1c – Student Profile Dropouts – State View – List	S	n/a	n/a	n/a	n/a	n/a
8.2 – Socio-economically Disadvantaged – Student List	n/a	n/a	n/a	n/a	n/a	S
9.1 – Multiple Identifier (MID) Anomalies Unresolved	n/a	n/a	n/a	n/a	n/a	S

Report Number and Name	Fall 1	Fall 2	EOY	EOY	EOY	ODS
9.2 – Multiple Identifier (MID) Anomalies Resolved	n/a	n/a	n/a	n/a	n/a	S
10.1 – Exit Reason Discrepancy (ERD) Anomalies	n/a	n/a	n/a	n/a	n/a	S
11.1 – Concurrent Enrollment (CCE) Anomalies	n/a	n/a	n/a	n/a	n/a	S
12.1 – SSID Anomaly Status	n/a	n/a	n/a	n/a	n/a	S
13.1 – Security – Roles by User	n/a	n/a	n/a	n/a	n/a	S
13.2 – Security – Users by Roles	n/a	n/a	n/a	n/a	n/a	S
14.1 – Student Absenteeism – Count	n/a	n/a	n/a	n/a	C	n/a
14.2 – Student Absenteeism – Student List	n/a	n/a	n/a	n/a	S	n/a
15.1 – Cohort Outcome – Count	n/a	n/a	n/a	n/a	n/a	S
15.2 – Cohort Outcome – Student Details	n/a	n/a	n/a	n/a	n/a	S

Table Legend: See following page

Table Legend

C = Certification Report

S = Supporting Report

County/Authorizing LEA Reports: The table below summarizes the reports for each submission available to counties and authorizing LEAs in the fall and end-of-year (EOY) snapshot collection windows. These reports are useful for counties in reviewing aggregate LEA data.

An "X" delineates the data submission window relevant to a given report.

County/Authorizing LEA Report	Fall 1	Fall 2	EOY 1	EOY 2	EOY 3	ODS
C/A 1.1 – C/A Enrollment – Primary Status by Subgroup	**X**	n/a	n/a	n/a	n/a	n/a
C/A 1.6 – C/A Graduates and Dropouts by Subgroup	**X**	n/a	n/a	n/a	n/a	n/a
C/A 1.9 – C/A Completers and Dropouts – Count	**X**	n/a	n/a	n/a	n/a	n/a
C/A 1.17 – C/A FRPM EL Foster Youth – Count	**X**	n/a	n/a	n/a	n/a	n/a
C/A 1.21 – C/A Cumulative Enrollment – Count	n/a	n/a	n/a	n/a	**X**	n/a
C/A 2.1 – C/A Title III Eligible Immigrants – Count	**X**	n/a	n/a	n/a	n/a	n/a

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County/Authorizing LEA Report	Fall 1	Fall 2	EOY 1	EOY 2	EOY 3	ODS
C/A 2.4 – C/A English Learner Education Services – Student Count Unduplicated	n/a	X	n/a	n/a	n/a	n/a
C/A 2.8 – C/A English Language Acquisition Status – Count by Primary Language	X	n/a	n/a	n/a	n/a	n/a
C/A 2.9 – C/A English Language Acquisition Status – Census Comparison	X	n/a	n/a	n/a	n/a	n/a
C/A 2.12 – C/A English Language Acquisition Status – ELs Reclassified RFEP	X	n/a	n/a	n/a	n/a	n/a
C/A 3.4 – C/A NCLB Core Course Section Compliance – Count by Content Area	n/a	X	n/a	n/a	n/a	n/a
C/A 3.14 – C/A Career Technical Education Concentrators and Completers – Count by Pathway	n/a	n/a	X	n/a	n/a	n/a
C/A 4.1 – C/A Staff – Count and FTE by Job Classification	n/a	X	n/a	n/a	n/a	n/a
C/A 5.1 - C/A Program Participants – Count	n/a	n/a	n/a	X	n/a	n/a
C/A 5.6 – C/A Foster Youth Enrolled – Count	n/a	n/a	n/a	n/a	n/a	X
C/A 5.7 – C/A Foster Youth Enrolled – Student List	n/a	n/a	n/a	n/a	n/a	X
C/A 5.4 – C/A Homeless Students Enrolled – Unduplicated Count by School	n/a	n/a	n/a	X	n/a	n/a
C/A 7.1 – C/A Discipline Incidents – Count by Most Severe Offense	n/a	n/a	n/a	X	n/a	n/a
C/A 7.3 – C/A Discipline Actions – Count	n/a	n/a	n/a	X	n/a	n/a
C/A 7.4 – C/A Discipline Actions – Count by Offense	n/a	n/a	n/a	X	n/a	n/a
C/A 7.6 – C/A Discipline Actions – Persistently Dangerous Offense Expulsions	n/a	n/a	n/a	X	n/a	n/a
C/A 14.1 – C/A Student Absenteeism – Count	n/a	n/a	n/a	n/a	X	n/a
C/A 15.1 – C/A Cohort Outcome - Count	n/a	n/a	n/a	n/a	n/a	X

5.3. **Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions**

LEAs are required to submit exit information to the CDE on an ongoing basis, and they are required to certify their exit information during the Fall 1 submission. Student exit reason code and student school completion status are elements used to submit exit information to the CDE during the academic year.

Appendix C identifies:

- Valid grade levels* for each student exit reason code and student school completion status.
- How each code and status will be grouped (e.g., dropout, graduate, transfer, completer, lost transfer) for state and federal reporting purposes. NOTE: These groupings are different from the Four-Year Adjusted Cohort Graduation Rate (ACGR). For information on the Cohort Rate please refer to section 3.1.9.2.

*Grade Level Codes Ungraded Elementary (UE) and Ungraded Secondary (US) are retired as of 6/30/18 but available for transactional purposes prior to AY 2018-2019.

What is the difference between Student Exit Reason Code and Student School Completion Status?

- **Student Exit Reason Code:** When a student exits a school, the LEA must submit an exit date and a student exit reason code to CALPADS. The student exit reason code refers to the category or condition under which a given student has left/exited a school in the California public educational system.

- **Student School Completion Status:** If a student exited a school because he or she completed a given academic program (Student Exit Category E230: Completer Exit), then the LEA must also submit a student school completion status. The student school completion status is defined as a student's state of completion of an academic program in a given educational service institution.

What Student Exit Categories are considered dropouts, graduates, or completers?

The following table shows how the various student exit category codes will be grouped for state and federal reporting purposes.

Student Exit Category Code	Code Name and Definition	Dropout (gr 7–12)	Graduate (gr 7–12)	Completer (gr 7–12)	Grade Level	Notes
E125	PriorComplSpecEd: Student exited a special education transition program and was previously reported as receiving a student with disabilities certificate of completion, passing the California High School Proficiency Examination (CHSPE), or passing the General Educational Development (GED) test.	No	No	No	7–12, AD, ungraded secondary.	n/a
E130	Died: Student died while enrolled in school or student completed the year and was expected to return, and died during the summer break.	No	No	No	K–12, AD, IN, PS, TD, UU, ungraded elementary, ungraded secondary.	A school or LEA must have written confirmation that a student is deceased before removing the student from the cohort (34 C.F.R. §200.19(b)(1)(ii)(B)). A letter from a parent or an obituary is sufficient documentation. Official written documentation of a student's death, such as a death certificate, is not necessary.

Student Exit Category Code	Code Name and Definition	Dropout (gr 7–12)	Graduate (gr 7–12)	Completer (gr 7–12)	Grade Level	Notes
E140	NoKnownEnrollTruant: The student, age six up until age 18, is truant as defined by Education Code Section 48260 (a), and: (1) has been referred to a local or county School Attendance Review Board (SARB) by the local educational agency (LEA) after the LEA has taken all statutory truancy intervention steps; or (2) cannot be located by the LEA after the LEA has completed a full investigation as to the whereabouts of the student.	Yes	No	No	K–12, AD, IN, PS, TD, UU, ungraded elementary, ungraded secondary.	LEAs should include those students who leave school due to pregnancy, as well as leave school for a job, marriage, etc. LEAs should not use this code for "no shows."
E150	MidYearEnrollmentUpdate: The student is not exiting the school but one or more of the following pieces of information about the student is being updated: • Grade level, greater than 14 days before the end of the school year; • Student School Transfer Code; or • District of Geographic Residence • Enrollment Status Code	No	No	No	K–12, AD, IN, PS, TD, UU, ungraded elementary, ungraded secondary.	Do NOT use this code if the student is exiting the school for any reason. CALPADS will also expect a subsequent enrollment record the day after the Enrollment Exit Date (the date the enrollment update is occurring).

Student Exit Category Code	Code Name and Definition	Dropout (gr 7–12)	Graduate (gr 7–12)	Completer (gr 7–12)	Grade Level	Notes
E155	YearEndEnrlmntExitSameSchl: The student exited a grade level (excluding high school completion) during the last 14 days of the current academic year because of summer break or year-end intersession. This exit code is to be used for students expected to return to the same school. Do NOT use this code for students that are not expected to return to the same school in the following academic year.	No However, if the student never shows up at the school or any other school in California, the student will be counted as a dropout.	No	No	K–12, AD, IN, PS, TD, UU, ungraded elementary, ungraded secondary.	This end-of-year grade level exit represents that a student is exiting a grade for the academic year. Upon subsequent enrollment, the student may be enrolled in a grade representing promotion, retention, or demotion Note: If the student completed the last grade offered at the school, use Student Exit Category=E230 [Completer Exit] and School Completion Status=480 [Promoted/ Matriculated] instead of this code.
E170	SecEnrlExit: Student who was enrolled with a secondary Enrollment Status Code (20) in any grade, exited/withdrew from school.	No	No	No	K–12, AD, IN, PS, TD, ungraded elementary, ungraded secondary.	This code can only be used with secondary enrollment status records.

Student Exit Category Code	Code Name and Definition	Dropout (gr 7–12)	Graduate (gr 7–12)	Completer (gr 7–12)	Grade Level	Notes
E230	CompleterExit: Student left school after completing his/her academic program at this school, whether or not the completion resulted in high school graduation. This includes students who reach the maximum age for high school but who do not have enough credits to graduate.	This depends on the School Completion Status element.	This depends on the School Completion Status element.	This depends on the School Completion Status element.	K–12, AD, IN, PS, TD, UU, ungraded elementary, ungraded secondary.	This code must be accompanied with a School Completion Status.
E300	ExpellNoKnownEnroll: Student left school after being expelled, was subsequently referred to another educational service institution, but never showed up, and attempts to locate the student were unsuccessful	Yes	No	No	K–12, AD, IN, PS, TD	Do NOT use this code if the district took the appropriate steps to refer the student to the Student Attendance Review Board (SARB); use E140 (TruantNoKnownEnroll). Only use this code if the student was exited without first being referred to the SARB.
E400	OtherOrUnknown: The student is 18 years old or older and has been absent from school for reasons that cannot be determined or for reasons other than those described in the Student Exit Category codes.	Yes	No	No	K–12, AD, IN, PS, TD	LEAs should not use this code for students who were referred for truancy intervention, as outlined in Code E140 (NoKnownEnrollTruant).

Student Exit Category Code	Code Name and Definition	Dropout (gr 7–12)	Graduate (gr 7–12)	Completer (gr 7–12)	Grade Level	Notes
E410	MedicalRsns: Student withdrew from/left school due to medical reasons.	No	No	No	K–12, AD, IN, PS, TD	n/a
E450	PreK–6Exit: Infant or student in pre-kindergarten through grade six, or ungraded elementary, exited/withdrew from school; or the student exited school during a temporary break such as summer vacation or year-round intersession, but was expected to return to the same school after the break.	No	No	No	K–6, IN, PS, TD	This code may be used for all infants, toddlers, pre-K, K–6 exits. In a unified district, it may be easier for all schools in the district to use the other exit/withdrawal codes so that two different code sets do not have to be maintained in the district. It is preferred that LEAs use E155 (YearEndEnrlmntExitSameSchl) when exiting students at the end of the academic year if the students are expected to return. A student must be reported in grade IN, TD, PS, KN, or 1–6 in order to use this code.

Student Exit Category Code	Code Name and Definition	Dropout (gr 7–12)	Graduate (gr 7–12)	Completer (gr 7–12)	Grade Level	Notes
N470	NoShow: The student's enrollment was exited because the student was pre-enrolled in a school but did not show up as expected to attend the school. This exit represents a nullification of the pre-enrollment and should only be used for a student's first enrollment in CALPADS (e.g. kindergarten students or transfer students from a private school or a school outside of California.)	No	No	No	K–12, AD, IN, PS, TD	An LEA should only use this code in one of the following scenarios: ● When a student, who has no prior affiliation with a school was pre-enrolled but did not show up as expected; or ● When a student who was expected to return to a school the subsequent school year did not show up as expected and is known to be enrolled in another California public school. N470 essentially nullifies a pre-enrollment record. LEAs may also elect to delete the enrollment record rather than using this exit code. Either way is acceptable. This code should not be used for students who had been enrolled in the same school in the prior year and were expected to return, but cannot be located.

What documentation must LEAs receive for student transfers?

To confirm that a given student has transferred out, a school or LEA must have "official written documentation" that a student has transferred to a private school or moved out of state or country as described in the table below. LEAs do not need to have written documentation for students transferring to another California public school because the transfer is documented within CALPADS. As part of its Federal Program Monitoring (FPM) the CDE monitors that LEAs have business practices in place to capture the required documentation, and audits a sample of exit records to identify whether the proper documentation exits. These data are monitored because they are used in the development of the four-year Adjusted Cohort Graduation Rate (ACGR) required for federal reporting.

Exit Code	To confirm that a student …	Written documentation such as:
T160	Transferred to another public school in California	None, as the transfer is documented within CALPADS
T165	Transferred to another public school in California (within or outside the district) that are the direct result of disciplinary actions.	None, as the transfer is documented within CALPADS
T180	Transferred to a private school in California from which the student is expected to receive a regular high school diploma	• A request for student records from a receiving private school in California • A written record of a response from an official in the receiving school or program acknowledging the student's enrollment
T200	Transferred to another public or private U.S. school outside California	• A request for student records from a U.S. school outside California • A written record of a response from an official in the receiving school or program acknowledging the student's enrollment
T240	Has emigrated to another country. Student withdrew from/left school to move to another country.	• A written confirmation that a student has emigrated to another country, such as a documented conversation by the school administrator and the student's parent that is placed in the student's file • An official written documentation, such a request for student records, is not required
E130	Died	• A letter from the parent • An obituary or death notice • *A death certificate is not necessary*

What Student Exit Categories that represent Transfers are considered dropouts, graduates, or completers?

Student Exit Cate-go ry Code	Code Name and Definition	Dropout (gr 7-12)	Grad-uate (gr 7-12)	Com-pleter (gr 7-12)	Grade Level	Notes
T160	**TransCASchlRegular**: The student withdrew from/left school and transferred (not referred by a school or district) to another California public school (within or outside the district), including transfers to a non-sectarian, non-public certified (NPS) school. Transfers that are a result of referrals made by a school or district are to be coded as T165 or T167 as appropriate. The district has acceptable documentation of this transfer.	No However, if the student never shows up at another California school, the student will be counted as a dropout.	No	No	K–12, AD, IN, PS, TD	Note the following distinction between T160 and T167: If a student voluntarily transfers to any California public school, Code T160 should be used, unless the student is (voluntarily) transferring to an independent study program. If the student is voluntarily transferring to an independent study program, then Code T167 should be used. Code T160 is also used for students who leave a district school and then enroll and attend another school in the same district. Code T160 is used for students who exit given schools voluntarily to transfer to any California public schools, including, but not limited to, alternative schools of choice, early college high schools, middle college high schools, diploma plus high schools, and charter schools. The LEA must have a subsequent enrollment in CALPADS to qualify as the written documentation. **Code T160 should NOT be used for:** ● Transfers that are the direct result of disciplinary actions (LEAs should use T165 [TransSpecDiscRsnsOrJudg] instead). ● Students completing the school year/grade who are expected to return to the same school the following school year (Code E155 [YearEndEnrlmtExitSameSchl] should be used if necessary). ● Students completing the highest grade offered at the school (LEAs should use Code E230 [CompleterExit] and then School Completion Status 480 [Promoted (matriculated)]).

Student Exit Category Code	Code Name and Definition	Dropout (gr 7-12)	Graduate (gr 7-12)	Completer (gr 7-12)	Grade Level	Notes
T165	**TransSpecDiscRsnsOrJudg:** The student was withdrawn from one school due to specified disciplinary reasons, the district has acceptable documentation that the student has transferred to another California public school (within or outside the district). *The specified disciplinary reasons include: Referral by a juvenile court judge or other correctional or judicial official; expulsions pursuant to Education Code Section 48915 (a), (b), or (c); and in cases in which the student is known to be enrolled in another institution.*	No However, if the student never shows up at another California school, the student will be counted as a dropout.	No	No	K–12, AD, IN, PS, TD	Schools to which students transfer include, but are not limited to, community day schools, county community schools, juvenile court schools, opportunity schools, and California Education Authority schools. A valid 7-digit school code may be provided for the school that the student will be transferring into (expected receiver school). Code T165 should NOT be used in these instances: • If the student is expelled and referred to an alternative education program for disciplinary reasons other than those specified in Education Code Section 48915 (a), (b), or (c) (LEAs should use Code T167 [TransAltSchlPrgm]). • If a given expelled student is NOT known to be enrolled in another institution (LEAs should use Code E300 [ExpelledNoKnownEnroll]). • If a truant student has not been attending and has been referred for truancy intervention (LEAs should use Code E140 [NoKnownEnrollTruant]). • If a student is referred by the school or district to an alternative education program for non-disciplinary reasons (LEAs should use T167 [TransAltSchlPrgml]). • If a student is transferred voluntarily, without a referral and for non-disciplinary reasons (LEAs should use Code T160 [TransCASchlRegular]).

Student Exit Category Code	Code Name and Definition	Dropout (gr 7-12)	Graduate (gr 7-12)	Completer (gr 7-12)	Grade Level	Notes

T167	**TransAltSchlPrgm:** The student was referred by a school and/or school district and the district has acceptable documentation that the student enrolled in an alternative education school, or the student voluntarily transferred to an independent study program in another California school in the same district or in a different district for one of the following reasons: The student was referred or voluntarily transferred to an independent study program for non-disciplinary reasons. The student was referred by the school and/or school district to withdraw from/leave school and transfer to an alternative education school or to a non-alternative education school independent study program for any disciplinary reason *except* those specified in T165.	No However, if the student never shows up at another California school, the student will be counted as a dropout.	No	No	K–12, AD, IN, PS, TD	T167 should NOT be used in these instances:
						• Interdistrict transfers: i.e., formal agreements pursuant to:
						  o Education Code Section 46600
						  o Public school choice – program improvement school
						  o Unsafe School Choice Option; or
						  o District-of-choice transfers pursuant to Education Code Section 48313
						• Students who are referred to an alternative education school or independent study program for disciplinary reasons by a juvenile court judge or other correctional or judicial officer, or for students who are expelled pursuant to Education Code Section 48915 (a), (b), or (c) (LEAs should use Code T165 [TransSpecDiscRsnsOrJudg] instead).

Student Exit Cate-gory Code	Code Name and Definition	Dropout (gr 7-12)	Grad-uate (gr 7-12)	Com-pleter (gr 7-12)	Grade Level	Notes
T180	**TransPrivate:** Student withdrew from/left school and the district has received acceptable documentation of enrollment in a private school in California. Do not use this code for transfers to a non-sectarian, non-public certified (NPS) school. Student Exit Category Code T160 (TransCASchlRegular) should be used.	No	No	No	K–12, AD, IN, PS, TD	This code is used for students leaving the school to attend a private high school, including students matriculating from middle/intermediate/ junior high to a private high school. The LEA must have written documentation such as: ● A request for student records from a receiving private school in California. ● A written record of a response from an official in the receiving school or program acknowledging the student's enrollment. If there is no documentation the LEA should exit the students with a E140 – *NoKnownEnrollTruant*
T200	**TransUS:** Student withdrew from/left school and the district has received "official written documentation" that the student has transferred to another public or private U.S. school outside California. Do not use this code for transfers to a non-sectarian school. Student Exit Category Code T160 (TransCASchlRegular) should be used.	No	No	No	K–12, AD, IN, PS, TD	This code is used for students leaving school to attend a school in another state or U.S. territory, including students matriculating from middle/intermediate/ junior high to a high school in another state or U.S. territory. Refer to the CALPADS Code Sets for a list of U.S. territories. The LEA must have written documentation such as: ● A request for student records from a U.S. school outside California. ● A written record of a response from an official in the receiving school or program acknowledging the student's enrollment. If there is no documentation the LEA should exit the students with a E140 – *NoKnownEnrollTruant*

Student Exit Cate-gory Code	Code Name and Definition	Dropout (gr 7-12)	Grad-uate (gr 7-12)	Com-pleter (gr 7-12)	Grade Level	Notes
T240	**TransOutUS:** Student withdrew from/left school to move to another country and district/school has supporting written documentation.	No	No	No	K–12, AD, IN, PS, TD	This code is used for students leaving school to attend a school in another country, including students matriculating from middle/intermediate/ junior high to a high school in another country. A school or LEA must have written confirmation that a student has emigrated to another country (34 C.F.R. §200.19(b)(1)(ii)(B)). For example, if a parent informs a school administrator that the family is leaving the country, the school administrator may document this conversation in writing and include it in the student's file. The LEA must have written documentation such as: ● A written confirmation that a student has emigrated to another country, such as a documented conversation by the school administrator and the student's parent that is placed in the student's file. ● An official written documentation, such a request for student records, is not required. If there is no documentation the LEA should exit the students with a E140 – *NoKnownEnrollTruant*
T260	**TransInAdult:** Student withdrew from/left school to enroll in an adult education program	No	No	No	7–12, AD	Enrollment in an adult education program—in the subsequent academic year—must be verified in order to use this code. A student must also be 18 or older and reported in grade 7–12, AD, or US, to use this code.
T270	**TransDropAdult:** Student withdrew from/left school to enroll in an adult education program in order to obtain a GED certificate or high school diploma, but subsequently dropped out of the adult education program.	Yes	No	No	7–12, AD	This code was retired at the end of the 2017–18 school year. Use T260 instead.

Student Exit Cate-gory Code	Code Name and Definition	Dropout (gr 7-12)	Grad-uate (gr 7-12)	Com-pleter (gr 7-12)	Grade Level	Notes
T280	**TransCollege:** Student withdrew from/left to enroll in college.	No	No	No	7–12, AD	n/a
T310	**TransHealthFacil:** Student withdrew from/left school and entered a health care facility.	No	No	No	K–12, AD, IN, PS, TD	This Code was retired at the end of the 2017–18 school year. Use exit code *E410: Medical Reasons* to signify that a student withdrew or left school for medical reasons and these students will remain in the cohort.
T370	**TransInstHSDipl:** Student withdrew from/left school to enroll in another program that is not primarily academic (military, job corps, justice system, etc., and not an adult education program) and the student is participating in an educational program from which they can expect to earn a "regular high school diploma" equivalent to the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals.	No	No	No	K–12, AD, IN, PS, TD	This does not include the following types of schools: Community day, continuation, juvenile hall, and California Education Authority. For students enrolling in these types of schools, LEAs should use Code T165.

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Student Exit Cate-gory Code	Code Name and Definition	Dropout (gr 7-12)	Grad-uate (gr 7-12)	Com-pleter (gr 7-12)	Grade Level	Notes
T370	**TransInstHSDipl:** Continued A student who is in a prison or in a juvenile facility awaiting a hearing or release and not yet adjudicated as delinquent may not be removed from the cohort of the sending school or district. Instead, the school or district must wait until the student has received such adjudication and determined that the student will transfer to a facility that has a school or educational program from which the student can expect to receive a "regular high school diploma." The district is required to obtain and maintain acceptable written documentation of this transfer.	No	No	No	K–12, AD, IN, PS, TD	This does not include the following types of schools: Community day, continuation, juvenile hall, and California Education Authority. For students enrolling in these types of schools, LEAs should use Code T165.

Student Exit Cate-gory Code	Code Name and Definition	Dropout (gr 7-12)	Grad-uate (gr 7-12)	Com-pleter (gr 7-12)	Grade Level	Notes
T380	**TransInstNoHSDip:** Student withdrew from/left school to enroll in another program that is not primarily academic (military, job corps, justice system, etc.) and the student is not participating in an educational program from which they can expect to earn a "regular high school diploma" equivalent to the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting IEP goals.	Yes	No	No	K–12, AD, IN, PS, TD	See the notes for T370.
T460	**TransHomeSchl:** Student withdrew from/left school for a home school setting not affiliated with a private school or independent study program at a public school.	No	No	No	K–12, AD, IN, PS, TD	This Code was retired at the end of the 2017–18 school year. ● If a student is transferring to a home school that is affiliated with a private school, use exit code T180: Transfer to a Private School. ● If a student is transferring to a public school with an independent study/home school program, use exit code T160: Transfer to a California Public School.

School Completion Status

The following table shows how the various school completion status codes will be grouped for state and federal reporting purposes. Note that the term used here is school completion status, which is the CALPADS Code Set name for student school completion status (the two are synonymous).

School Completion Status Code	Code Name and Definition	Dropout (Gr 7-12)	Com-pleter (Gr 7-12)	Grad-uate (Gr 7-12)	Grade Level	Notes
100	**Graduated, standard HS diploma:** The student withdrew from/left school after meeting all state and local high school graduation requirements and the district/school has acceptable documentation that the student received a "regular high school diploma" equivalent to the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with the State's standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals, OR as specified in California Education Code (EC) section 51225.1, a student in foster care, a student how is homeless, or a former juvenile court school student who transfers between schools any time after the completion of the pupil's second year of high school, completes all requirements specified in EC Section 51225.3. The exit date must align with the date the student completed the graduation requirements and was awarded a "regular high school diploma."	No	Yes	Yes	10–12, ungraded secondary.	• This code is typically used for grade 12 graduates, although students who obtain high school diplomas in earlier grades and exit the schools would also get this code. • LEAs should not use this code for students who are matriculating from middle/junior/intermediate school to high school. LEAs should use E230 and then School Completion Status 480. • This code should additionally be used for students in foster care who met state and local graduation requirements at a prior district, even if the district in which they are currently enrolled has graduation requirements that exceed those of the prior district. • LEAs may use this code to capture students who finished most of their graduation requirements at the K-12 school and finished the last requirement at a college. The exit date must still align with the date the student completed the graduation requirements. • Students must be reported in grade 10, 11, 12, or US, to use this code. • NOTE: Acceptable documentation can be transcripts or any documentation that shows the student met all state and local requirements.

School Completion Status Code	Code Name and Definition	Dropout (Gr 7-12)	Com-pl eter (Gr 7-12)	Grad-uate (Gr 7-12)	Grade Level	Notes
120	**Student with disabilities certificate of completion:** A student with exceptional needs (having an individualized education program [IEP]) left school after receiving a certificate or document of educational achievement or completion meeting the requirements of Education Code Section 56390.	No	Yes	No	10–12, ungraded secondary.	n/a
250	**Adult Ed High School Diploma:** The student withdrew from/left school to enroll in an Adult Education Program and the district/school has acceptable documentation that the student having received an adult basic education high school diploma through an adult basic education program. The exit date must align with the date the student completed the requirements.	No	Yes	Yes	11–12, AD.	Note: A student exiting with this completion status is not counted as a graduate in the ACGR (See section 3.1.9.2)

School Completion Status Code	Code Name and Definition	Dropout (Gr 7-12)	Com-pleter (Gr 7-12)	Grad-uate (Gr 7-12)	Grade Level	Notes
320	**Received a High School Equivalency Certificate (and no standard HS diploma):** The student withdrew from/left school and the district has acceptable documentation that the student received a High School Equivalency Certificate by passing one or more of the following exams: the General Educational Development (GED) exam, the Test Assessing Secondary Completion (TASC) exam, or the High School Equivalency Test (HiSet).	No	Yes	No	7–12, AD, ungraded secondary.	Student must be at least 18 years of age.
330	**Passed CHSPE (and no standard HS diploma):** The student left after passing the California High School Proficiency Exam (CHSPE), and the district has acceptable documentation.	No	Yes	Yes	7–12, AD, ungraded secondary.	Student must be at least 16 years of age. Note: A student exiting with this completion status is not counted as a graduate in the ACGR (See section 3.1.9.2)
360	**Completed grade 12 without completing graduation requirements, not grad:** Student completed grade 12 or exceeded the maximum age for high school attendance but did not meet the state and/or local high school graduation requirements, and there is no evidence that the student is in an academic program leading toward a high school diploma or its equivalent.	Yes	No	No	12	• The student completed grade 12 but is not a graduate. • This does not include students who did not graduate because of failure to pass the California High School Exit Exam (per Senate Bill 172, this only applies to graduating class years 2011–12 and before).

School Completion Status Code	Code Name and Definition	Dropout (Gr 7-12)	Com-pl eter (Gr 7-12)	Grad-uate (Gr 7-12)	Grade Level	Notes
480	**Promoted (matriculated):** The student completed the highest grade level offered at a school (excluding high school completion), left the school, and was expected to attend another California public school. Note. If the student has matriculated but is not expected to return to another California public school, use the exit code most representative of the student's final status (i.e., T200 [TransUS]).	No	No	No	K–11, IN, PS, UE, US.	This code should only be used for students who have reached the highest grade level at a school. This is not to be used for students completing grade 12.

5.4. Appendix D: Acronyms and Other Abbreviations

Contents of this appendix: This section contains a list of acronyms and other abbreviations used in this document.

Acronym or Other Abbreviation	What it stands for
ACGR	Adjusted Cohort Graduation Rate
CAASPP	California Assessment of Student Performance and Progress
CAHSEE	California High School Exit Exam
CALPADS	California Longitudinal Pupil Achievement Data System
Cal-SAFE	California School-Age Families Education
CBEDS	California Basic Educational Data System
CDE	California Department of Education
CDIF	County/District Information Form
CDS	County-District-School
CELDT	California English Language Development Test
CFS	CALPADS File Specifications
CHSPE	California High School Proficiency Exam
CIG	Credential Information Guide
ConApp	Consolidated Application
CPA	California Partnership Academy
CSIS	California School Information Services
CSPR	Consolidated State Performance Report
CST	California Standards Test
CTC	Commission on Teacher Credentialing
CTE	Career Technical Education

Acronym or Other Abbreviation	What it stands for
DASS	Dashboard Alternative School System
EC	Educational Code
ED	United States Department of Education
EDEN	Education Data Exchange Network
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
ELPAC	English Language Proficient Assessments for California
EO	English Only
EOY	End of Year
ESSA	Every Student Succeeds Act
FEP	Fluent-English Proficient
FERPA	Family Educational Rights and Privacy Act
FRPM	Free or Reduced-price Meals
FTE	Full-Time Equivalency
GATE	Gifted And Talented Education
GED	General Educational Development
HOUSSE	High Objective Uniform State Standard of Evaluation
HQT	Highly Qualified Teacher
IB	International Baccalaureate
IEP	Individualized Education Program
IFEP	Initially Fluent-English Proficient

Acronym or Other Abbreviation	What it stands for
LCEN	Language Census
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LEP	Limited-English Proficient
NCLB	No Child Left Behind
NPS	Non-Public Non-Sectarian School
NSLP	National School Lunch Program
ORA	Online Reporting Application
PAIF	Professional Assignment Information Form
RFEP	Reclassified Fluent-English Proficient
ROC/P	Regional Occupational Center or Program
SDAIE	Specially Designed Academic Instruction in English
SEID	Statewide Educator Identifier
SIF	School Information Form
SIS	Student Information System
SSID	Statewide Student Identifier
VPSS	Verification Process for Special Settings

5.5. **Appendix E: Former Code Set Names and Definitions**

Contents of this appendix: This section contains a list of code names and definitions that have changed.

Code Set Name	Coded Value	Name	Definition
Instructional Strategy	400	Alternative EL Program - Two-Way Immersion (Various Models) Modified on 12/1/2018 to: Dual Language Immersion Program	An instructional strategy where English learners (ELs) with an approved Parental Exception Waiver are placed in a Two-Way Immersion setting designed for ELs and native English speakers, with core content instruction delivered in the ELs' primary language and English. ELs receive instruction in English language development (ELD) and all students are provided grade-level core content instruction based on state standards. Modified on 12/1/2018 to: An instructional program designed for English learners and native English speakers, with core content instruction delivered in the English learners' native language and English. English learners receive instruction in English language development (ELD) based on the state-adopted California (CA) ELD standards, and all students are provided grade-level core content instruction based on the state-adopted standards. Dual-Language Immersion program models may include Two-Way Immersion, One-Way Immersion, 50/50 Dual Immersion, 90/10 Dual Immersion, and other similar program models.

Code Set Name	Coded Value	Name	Definition
Instructional Strategy	500	Structured English Immersion and/or English Learner Mainstreaming Modified on 12/1/2018 to: Structured English Immersion/Other English Models	An instructional strategy where English learners (ELs) who score at less than reasonable fluency in English are placed in a Structured English Immersion (SEI) program setting, which is taught overwhelmingly in English with curriculum and presentation designed for students who are learning the English language. Students receive instruction in English language development (ELD) and other grade-level core content based on state standards. Some instruction and/or support may be provided in the students' primary language. This may also include English Learner Mainstreaming, an instructional strategy where English learners (ELs) who score at reasonable fluency in English are placed in an English Language Mainstream (ELM) program setting, which is taught in English with curriculum and presentation designed for students who are learning the English language. Students receive instruction in English language development (ELD) and other grade-level core content based on state standards. Some assistance may be provided in the primary language. Modified on 12/1/2018 to: An instructional program for English learners in which nearly all classroom instruction is provided in English with curriculum and a presentation designed for students who are learning English. Students receive instruction in ELD based on the state-adopted CA ELD standards and grade-level core content based on the state-adopted academic content standards. Some instruction and/or support may be provided in the students' native language. Program models in addition to Structured English Immersion may include English Language Mainstream, or other program models in which all or nearly all instruction is delivered in English.

Code Set Name	Coded Value	Name	Definition
Instructional Strategy	600	Alternative EL Program - Bilingual (Various Models) Modified on 12/1/2018 to: English Learner Bilingual Program	An instructional strategy where English learners (ELs) with an approved Parental Exception Waiver are placed in a bilingual program setting with at least some core content instruction in their primary language. The portion of the instructional day delivered in each language varies by the type of program and its goals. Students receive instruction in English language development (ELD) and other grade-level core content instruction based on state standards. This program is specifically designed to address the learning and language acquisition needs of ELs. Modified on 12/1/2018 to: An instructional program for English learners which provides instruction utilizing a student's native language for literacy and academic instruction. The portion of the instructional day delivered in each language varies by the type of program and its goals. Students receive instruction in ELD based on the state-adopted CA ELD standards and grade-level core content instruction based on the state-adopted academic content standards. This program is specifically designed to address the learning and language acquisition needs of English learners. EL bilingual program models may include Transitional bilingual and Developmental bilingual programs, Heritage language or Indigenous language programs, Native Speakers Courses, and other similar program models.