



CALPADS

Advanced in Aeries

Sandy Madrid – Aeries Trainer

Linda Angel – Data Analyst, FCMAT/CSIS

Advanced CALPADS

Information provided and open for discussion

- How the Data Are Used & Why it Matters -Discussion
- Documentation
- FRPM – LCFF – Direct Cert
- Truancy – Noshow
- Cohort – ACGR
- ELPAC
- Discipline
- Programs
- California School Dashboard
- Dual Enrollment
- CTE
- SELA Data
- CASEMIS to CALPADS

The intent of this session is to have open discussion on new or hot topics. However time permitted and length of discussions, it is possible that all topics listed will not be covered however we have provided for your information.

How the Data Are Used and Why it matters



Data Collected in CALPADS

Student Enrollments
& Exits



Student Absenteeism



Student
Demographics

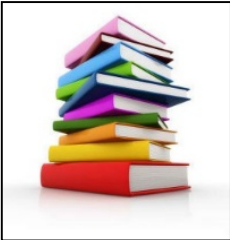


Student Program
Eligibility and
Participation

Student Discipline



4 Year Adjusted
Cohort Grad
Rate



Student Course
Enrollment and
Completion

Staff Data



Student English
Language
Acquisition

Student Career
Technical Education



CALPADS Data used for:

The logo consists of a dark blue square with rounded corners. Inside the square, the word "CALPADS" is written in a bold, white, sans-serif font, centered horizontally and vertically.

CALPADS

- LCFF and other **Funding**
- State Agencies – Data Matches
- Eligibility for State and Federal Grants
- Statewide Assessments
- CA School Dashboard
- DataQuest
- Ed-Data
- School Accountability Report Cards
- LCAP Evaluation Rubrics
- State and Federal Reporting
- Research

Base Rate Per Student at Full Funding

Grade Span	Base Rate
TK-3	\$ 7,459
4-6	\$ 7,571
7-8	\$ 7,796
9-12	\$ 9,034

Grade Span Adjustments Per ADA
Supplemental Funding at Full Funding
Concentration Grant at Full Funding

This slide is informational only – Its purpose is to stress the importance of accuracy on every students data in CALPADS, the funding calculations are not being discussed

CALPADS and Aeries Supporting Documentation



The screenshot shows a web browser window with the URL <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>. The page header includes the California Department of Education logo and a navigation menu with items like Curriculum & Instruction, Testing & Accountability, Finance & Grants, Data & Statistics, Specialized Programs, and Learning Support. The main content area is titled "CALPADS System Documentation" and contains introductory text about the system, a list of navigation links (e.g., CALPADS Home, Communications, Webinars, Training), and a link to the 2017-18 CALPADS Certification Report.

CALPADS System Documentation Page

<https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>

System Documentation

CALPADS File Specifications (CFS)

Effective for the 2018–19 Academic Year

- [CALPADS Code Sets v10.0](#) (XLSX; Dated 01-Jul-2018)
 This document contains the current code values referenced in the file specifications for the coded value data elements. **CALPADS course codes (formerly CBEDS course codes)** are included in this document (see the "Course Group State" code set).
- [CALPADS File Specifications v10.0](#) (DOCX; Dated 01-Jul-2018)
 This document includes overviews of the file formats, data submission windows, and document conventions.
- [CALPADS File Specifications \(Forms\) v10.0](#) (XLSX; Dated 01-Jul-2018)
 This document contains the file formats for CALPADS.
- [CALPADS Extract Specifications v10.0](#) (DOCX; Dated 01-Jul-2018)
 This document serves to assist LEAs in understanding the extract specifications for CALPADS.
- [CALPADS Valid Code Combinations v10.0](#) (XLSX; Dated 01-Jul-2018)
 This document lists codes that can only be used in specific combinations in CALPADS.

Effective for the 2017–18 Academic Year

- [CALPADS Code Sets v9.4](#) (XLSX; Dated 08-May-2018)
 This document contains the current code values referenced in the file specifications for the coded value data elements. **CALPADS course codes (formerly CBEDS course codes)** are included in this document (see the "Course Group State" code set).
- [CALPADS File Specifications v9.3](#) (DOCX; Dated 08-May-2018)
 This document includes overviews of the file formats, data submission windows, and document conventions.
- [CALPADS File Specifications \(Forms\) v9.3](#) (XLSX; Dated 08-May-2018)
 This document contains the file formats for CALPADS.
- [CALPADS Extract Specifications v9.1](#) (DOCX; Dated 08-May-2018)
 This document serves to assist LEAs in understanding the extract specifications for CALPADS.
- [CALPADS Valid Code Combinations v9.3](#) (XLSX; Dated 08-May-2018)
 This document lists codes that can only be used in specific combinations in CALPADS.

CALPADS Error List

- [CALPADS Error List v9.6](#) (XLSX; Dated 08-May-2018)
 This document contains descriptions for each error generated when submitting data to CALPADS.

CALPADS SSID and Enrollment Procedures

Effective for the 2017–18 Academic Year

- [CALPADS SSID and Enrollment Procedures v9.1](#) (DOC; Dated 31-Oct-2017)
 This document contains general business rules relevant to Statewide Student Identifiers (SSIDs) and enrollment.

CALPADS Data Guide

Effective for the 2018–19 Academic Year

- [CALPADS Data Guide v10.0](#) (DOCX; Dated 01-Jul-2018)
 This document provides guidance for LEAs regarding the collection and submission of data for CALPADS.

Effective for the 2017–18 Academic Year

- [CALPADS Data Guide v9.3](#) (DOCX; Dated 08-May-2018)
 This document provides guidance for LEAs regarding the collection and submission of data for CALPADS.

To receive e-mail updates regarding CALPADS System Documentation, please subscribe to the appropriate [CALPADS Listserv](#).

New Interface Help Menu

The screenshot displays the CALPADS user interface. On the left is a navigation sidebar with a blue background. The 'Help' menu item is highlighted in green and has a red circle around its dropdown arrow. The main content area has a light blue header with the CALPADS logo and a 'Welcome' message. Below the welcome message is a table of 'Important Messages' with two entries. At the bottom of the page is a dark blue 'DOCUMENTATION' section with six links: DATA GUIDE, ERROR LIST, KNOWN ISSUES, SSID ENROLLMENT, CALPADS FAQ, and VALID CODE COMBOS.

CALPADS
California Longitudinal Pupil Achievement Data System

Home
Online Maintenance
Upload / View Submissions
Certification Status
Reports
Extracts
Admin
Help

System Documentation
Error List
User Manual
Batch File Templates Download
Service Requests

Welcome

This is the CALPADS home where you can view important messages

Important Messages

Date	Type	Message
04/04/2018	Direct Cert	Direct Certification results dated 04/02/18 are now available through the online Direct Certification screen and extracts. The date of the next run scheduled is 05/02/18.
04/09/2018	Reports	The foster youth data in CALPADS has been refreshed to reflect changes in the 04/06/18 CDSS file.

1 - 2 of 2 items

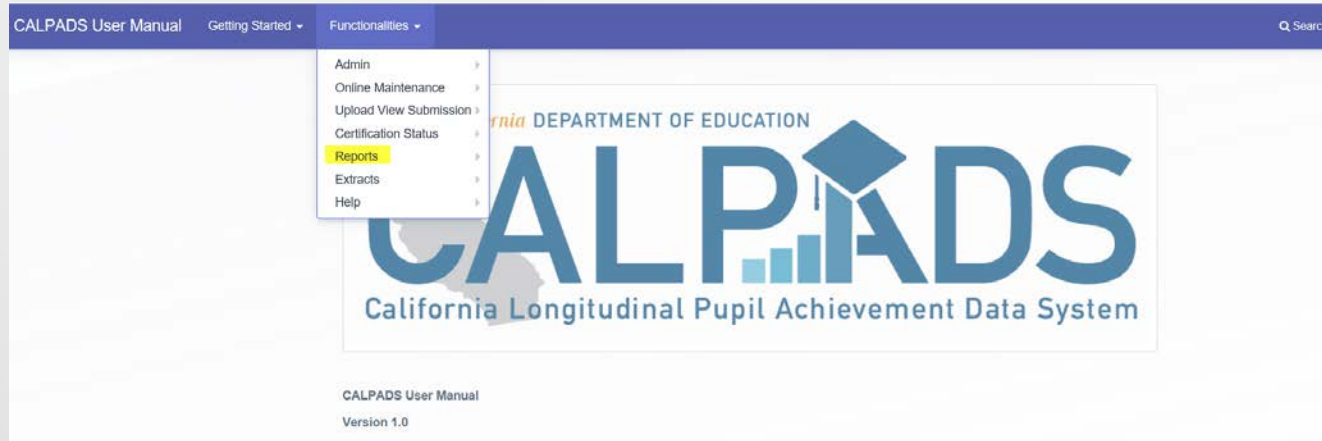
Submission Status

Job Name	File Type	Submitted Date	Revision Status
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DOCUMENTATION

- [DATA GUIDE](#)
- [ERROR LIST](#)
- [KNOWN ISSUES](#)
- [SSID ENROLLMENT](#)
- [CALPADS FAQ](#)
- [VALID CODE COMBOS](#)

New Interface –Reports Section includes Mapping Guides



Report Specs, Mapping Guides, Date Ranges and Glossary Terms all under each report in one place.

Reference Aeries Knowledge for all things CALPADS

<https://support.aeries.com/support/solutions/14000072241>

Knowledge Base

CALPADS

CALPADS FAQs 47

- [What are the deadlines for CALPADS reporting?](#)
- [CALPADS Submissions Chart Guide](#)

[See all 47 articles](#)

CALPADS Common Errors 77

- [CERT005 - Student Course Section for SSID Not Enrolled on Census Day](#)
- [CERT041 - All Intra-LEA CCEs Must Be Resolved Before Certifying](#)

[See all 77 articles](#)

CALPADS in Aeries Basics - Field Mapping by Page 27

- [CALPADS in Aeries Basics - Overview](#)
- [CALPADS in Aeries Basics - Student Data Fields](#)

[See all 27 articles](#)

CALPADS Annual Maintenance 3

- [CALPADS Annual Maintenance - Start of the School Year](#)
- [CALPADS Annual Maintenance - Ongoing](#)
- [CALPADS Annual Maintenance - Closing Out the School Year](#)

~And many more related articles from this link~



CALPADS Extracts - Overview

Modified on: Fri, Dec 8, 2017 at 2:54 PM

<https://support.aeries.com/support/solutions/folders/14000115594>

The CALPADS Extracts page in Aeries Web version is designed to create various CALPADS files for CALPADS submissions and perform other CALPADS functions.

The CALPADS Extracts page can be accessed from the school or district login.

2017-2018 ▾ Eagle Unified School District ▾ admin ▾ ?

CALPADS Extracts

Please verify all your settings: Other Options, Other Extracts, Code Value Translations, and Schools Info

Enrollment Update

Identifiers

ODS Reconciliations, SELA Import

Fall 2

EOY

Direct Certification

Other Extracts

Other Options

Code Translations

LTEL Import

Schools

Extract Only Data Changes
Include any enrollment or program changes from this date until now.

Extract All Data This Year

Extract SINF For ALL Students

Do not extract dates in the future (SENR only)

Create Enrollment Update Files
SENR, SINF, SPRG

SPRG SPRG w/o FRE SPRG only FRE

Files created with SPRG FRE options are for verification purposes and should NOT be submitted to CALPADS. Only submit the full SPRG file.

Create Student Language Acquisition File
SELA

- Run the "Extract Only Data Changes" at least every 2 weeks.
- Run the "Extract All Data This Year" at least every 1 month.
- Run the "ODS Audit" Process at least every 2 months.
- Run the "Import SELA ODS" process at least every 2 months.

The last Student Information extracted was SINF on 10/03/2017 using Mailing Address

File Download: Filters Reset

Type	Extract Name	Batch	Created	Start	End	User	Status	Submit
STAS	2017_10_03_03_19_07_STAS.txt	20171003_031907	10/3/2017	3:19 PM	3:19 PM	admin	Completed (3 rods.)	<input type="checkbox"/>
SCTE	2017_10_03_03_18_58_SCTE.txt	20171003_031858	10/3/2017	3:18 PM	3:19 PM	admin	Completed (1 rods.)	<input type="checkbox"/>
SDIS	2017_10_03_03_18_47_SDIS.txt	20171003_031847	10/3/2017	3:18 PM	3:18 PM	admin	Completed (1 rods.)	<input type="checkbox"/>

**FRPM – LCFF
Direct Certification
Provision 2/3 – CEP
Fall 1 Report 1.17**



Two Sides to FRPM Data

FRPM Eligible **Year Round**

- NSLP Application Process
- CALPADS Direct Certification
- COE Direct Certification
- Foster Youth Matches
- Homeless
- Migrant

FRPM Eligible on **Census Day & LCFF**

- Based on information day enrollment
- Eligibility determined via application received by 10/31 and a NSLP record submitted to CALPADS with membership start date on or before 10/31
- CALPADS Direct Certification record by November results
- COE Direct Certification determined by 10/31 and a NSLP record submitted to CALPADS with membership start date on or before 10/31
- Foster Youth Matches as of Census day
- Homeless Program record as of Census Day
- Migrant Program record as of Census Day

NSLP - FRPM – SED – ED Eligibility Definitions

1. NSLP National School Lunch Program	2. FRPM Free, Reduced Price Meals	3. SED Socio-Economically Disadvantaged	4. ED Economically Disadvantaged
<p><u>NSLP Eligible is defined as :</u></p> <ul style="list-style-type: none"> Eligibility for the Free Meal Program (181) or the Reduced-Price Meal Program (182) via an approved application. <p><u>NSLP program records carry a one-year designation and must be closed yearly.</u></p>	<p><u>FRPM Eligible is defined as:</u></p> <ul style="list-style-type: none"> NSLP Eligible #1 <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> Eligibility for <ul style="list-style-type: none"> ✓ Migrant Program or ✓ Homeless Program or ✓ Foster Youth programs <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> Students who are Directly Certified <p>Note: LEAs do not need to submit NSLP records for students found to be eligible based on the state direct certification process conducted by CALPADS.</p> <p>LEAs should submit NSLP records for students found to be eligible for free meals based on a local direct certification process.</p>	<p><u>SED Eligible is defined as:</u></p> <ul style="list-style-type: none"> FRPM Eligible #2 <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> If Parent Education level (<i>both parents</i>) are reported as not a high school graduate. 	<p><u>ED Eligible is defined as:</u></p> <p>Same as #2 – FRPM</p> <p>Note: Economically Disadvantaged does <u>NOT</u> include Parent Level of Education and is used for CTE only, it is one of the Core Indicators</p>

Determining the Education Program Membership start date for the national school lunch program record

Flash 131 <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf131.asp>

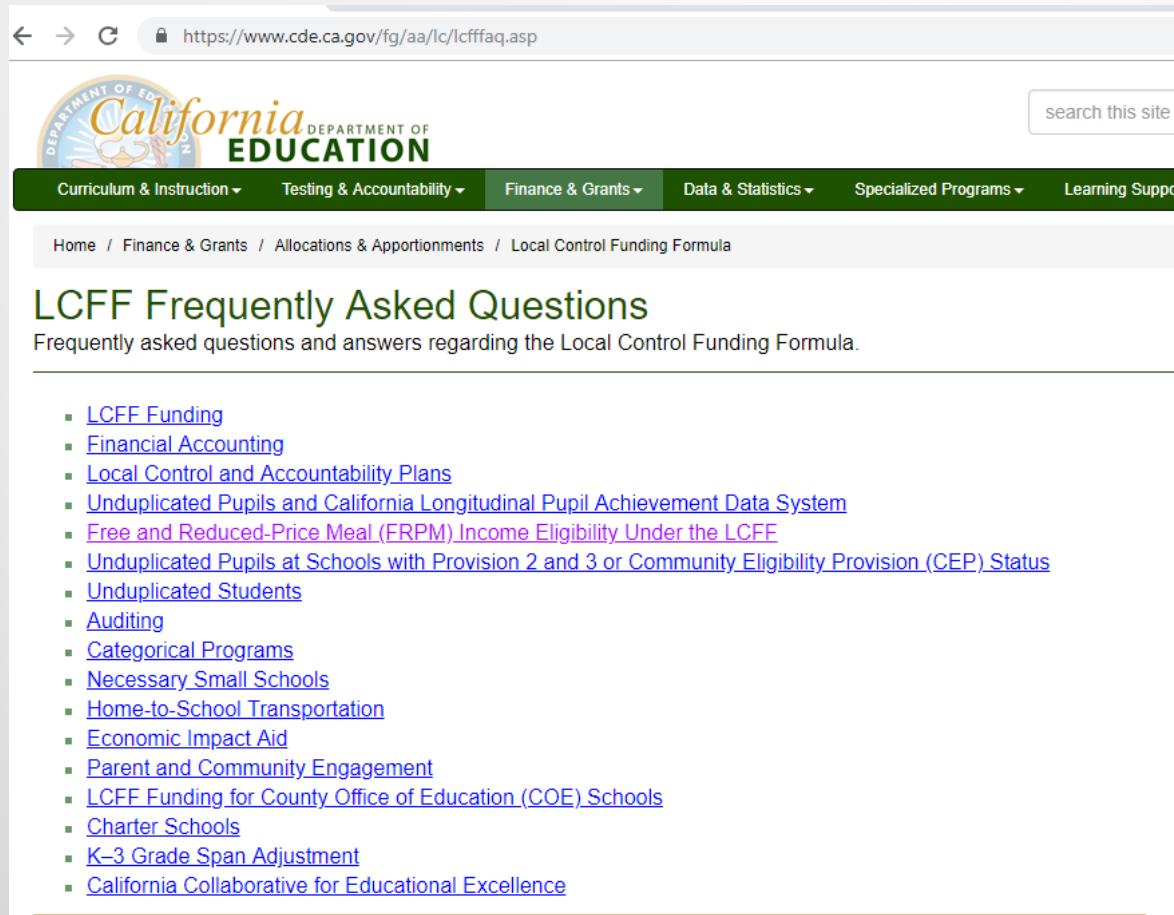
In order for a National School Lunch Program (NSLP) record (181 – Free or 182 – Reduced) to count toward an LEA's Unduplicated Pupil Percentage (UPP) for LCFF, the record must have an Education Program Membership Start Date on or before October 31st. This allowance was made to accommodate applications that are received through October 31st and subsequently approved but may not have been processed by October 31st.

The program start date for the NSLP record varies depending on the eligibility determination method:

- **Approved NSLP applications** – LEAs can choose one of the following methods to represent the program start date:
 - The eligibility determination date (approval date)
 - The application received date (such as a date stamp)*
 - **LEAs must submit Form SNP-46 to the CDE School Nutrition Programs Unit if the LEA chooses this option. To learn more about this flexibility, visit the CDE School Nutrition Services Division Effective Date of Free and Reduced-Price Eligibility Management Bulletin (dated August 2014) at <https://www.cde.ca.gov/ls/nu/sn/mbsnp082014.asp>.*

LCFF Frequently Asked Questions – FAQ's

<https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp>



The screenshot shows a web browser window displaying the California Department of Education's website. The address bar shows the URL <https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp>. The page header includes the California Department of Education logo and a search bar. A navigation menu contains links for Curriculum & Instruction, Testing & Accountability, Finance & Grants, Data & Statistics, Specialized Programs, and Learning Support. The breadcrumb trail reads: Home / Finance & Grants / Allocations & Apportionments / Local Control Funding Formula. The main heading is "LCFF Frequently Asked Questions" with the subtitle "Frequently asked questions and answers regarding the Local Control Funding Formula." Below this is a list of 20 hyperlinks, each preceded by a small square bullet point.

- [LCFF Funding](#)
- [Financial Accounting](#)
- [Local Control and Accountability Plans](#)
- [Unduplicated Pupils and California Longitudinal Pupil Achievement Data System](#)
- [Free and Reduced-Price Meal \(FRPM\) Income Eligibility Under the LCFF](#)
- [Unduplicated Pupils at Schools with Provision 2 and 3 or Community Eligibility Provision \(CEP\) Status](#)
- [Unduplicated Students](#)
- [Auditing](#)
- [Categorical Programs](#)
- [Necessary Small Schools](#)
- [Home-to-School Transportation](#)
- [Economic Impact Aid](#)
- [Parent and Community Engagement](#)
- [LCFF Funding for County Office of Education \(COE\) Schools](#)
- [Charter Schools](#)
- [K-3 Grade Span Adjustment](#)
- [California Collaborative for Educational Excellence](#)

Provision 2/3– CEP

- Schools collect NSLP eligibility applications in the base year (of a four-year cycle for Provision 2; five-year cycle for Provision 3), but do not collect eligibility applications in the subsequent years the school is on Provision 2 and 3 status, except to reestablish a base year.
- Identified pupils are pupils directly certified for meals who receive CalFresh, CalWORKs, and Food Distribution Program on Indian Reservations (FDPIR) benefits, and the extension of these benefits to pupils within the same household. It also includes pupils certified as foster, homeless, migrant, runaway, or participating in Head Start Programs; these pupils are deemed categorically eligible. These schools do not collect NSLP eligibility applications in the four-year cycle or in the grace year.
- This means that in Provision 2/3 and CEP schools, for students who are not directly certified or categorically eligible, LEAs must determine income eligibility through an alternative household income data collection form and submit a corresponding program record in CALPADS. Identifying a pupil as income-eligible or not income-eligible in CALPADS does not affect the pupil's ability to receive a free meal in a Provision 2/3 or CEP school.

- Pupils in Provision 2/3 and CEP schools who are identified as meeting NSLP income requirements based on an NSLP application or alternative household income data collection form in the base year retain eligibility for purposes of LCFF into subsequent non-base years, all schools must submit an FRPM program record for these pupils to CALPADS **every year** in order to be counted for LCFF. The application or alternative form collected in the base year can be used as the basis for the submission of the annual program record for each of the subsequent years before re-establishing a new base year.
- Pupils in Provision 2/3 and CEP schools who are identified as meeting NSLP eligibility requirements based on direct certification or categorical eligibility in the base year, also retain eligibility for purposes of LCFF in subsequent non-base years, even if the pupils are not directly certified or categorically eligible in the subsequent non-base years. In order to be counted for LCFF, LEAs must submit **FRPM program records** to CALPADS for these pupils in each of the intervening years.
- For students who were categorically eligible based on their homeless or migrant status, but who are no longer homeless or migrant in subsequent non-base years, LEAs should continue to submit FRPM program records but should no longer submit homeless or migrant program records. The direct certification list or documentation of categorical eligibility collected in the base year can be used as the basis for the submission of the annual program record for each of the subsequent years before re-establishing a new base year.

NSLP Nuances

Nuance	Local Lunches and/or Nutrition system	CALPADS	Aeries	Possible Action
30 days carry over →	Entered and tracked in lunch program system	NEVER report in CALPADS →	NEVER report in Aeries →	Do not rollover previous year's data in FRE OR do not submit a SPRG record to CP until eligibility is established for Academic Year
Applications received & student found eligible by 10/31	Entered and tracked in lunch program system	Report eligibility by submitting a Program 181/182 record FRPM eligible Results Reported on 1.17 for LCFF	Create FRE record on our prior to 10/31 (F or R converted by Aeries to 181 or 182)	When no status dates are entered in FRE, Aeries will skip the record and the program will not be included in the extract When no end date is used, Aeries will use the student leave date if the student exits or last school calendar date for E155 exits.
Applications received and student found eligible after 10/31	Entered and tracked in lunch program system	Report eligibility by submitting a Program 181/182 record using the true eligibility date NOT reported on 1.17 for LCFF (even if student enrolled on Census day)	Create FRE record with an eligible start date after 10/31 (F or R converted by Aeries to 181 or 182)	Enter current status including eligibility date on FRE record
Provision 2 and 3 or CEP Schools (Note: Base year requires collection from all students; succeeding years collection will only be from new students)	Entered and tracked in lunch program system	Report eligibility by submitting a Program 181 record FRPM eligible Reported on 1.17 for LCFF	Create FRE record with an eligible start date on or prior to Census day	Do not rollover previous year's data in FRE OR do not submit a SPRG record until eligibility is established for Academic Year



<https://support.aeries.com/support/solutions/articles/14000070398-calpads-in-aeries-basics-free-and-reduced-meals-nslp>

Knowledge Base CALPADS CALPADS in Aeries Basics - Field Mapping by Page

CALPADS in Aeries Basics - Free and Reduced Meals NSLP

Modified on: Tue, Sep 25, 2018 at 2:46 PM

Free and Reduced Meals (NSLP)

Accessed from the navigation tree under the Student Data then the Programs node. Click the mouse on Free and Reduced Meals. Entering the Free and Reduced Meals data below will create a Program record for the CALPADS SPRG file with an Education Program Code of 181 - Free or 182 - Reduced. **A Special Programs (PGM) record should not be entered.**

Free and Reduced						
Robert Aadasian ▾						
SNAP #	TANF #	Foster Child	# in Household	Declined Partic	Income Survey Response Level	
		-	0	No	N/A	
Weekly Income	Monthly Income	Yearly Income	Applicant's Name	Parent Income Response Date		
\$0.00	\$0.00	\$0.00				
NSLP Lunch Type Code	Date Received	Date Assigned	Date Modified			
F- Free						
NSLP Eligibility		NSLP Participation		Medi-Cal Eligibility		
Start Date	End Date	Start Date	End Date	Code	Start Date	End Date
9/4/2017				-		

FRPM In Aeries

Aeries Field Name	Aeries Table.Field	CALPADS FldNum	CALPADS Name	Comment
Lunch Type Code	FRE.CD	03.13	Education Program Code	We recommend using codes F and R. Aeries will convert the correct Ed Program. Your local codes can be translated to the CALPADS codes during extract. CALPADS Code Set: NSLP Code.
NSLP Eligibility Start Date	FRE.ESD	03.15	Education Program Membership Start Date	The Eligibility Date fields are required. Only FRE records with current year dates will be extracted and FRE records without <u>any</u> Eligibility dates will not be extracted.
NSLP Eligibility End Date	FRE.EED	03.16	Education Program Membership End Date	

The FRE (NSLP/Free and Reduced Meals) table is a multi-record table and needs to be managed carefully. If there are multiple records for a student, you must have proper Start and End dates.

The Eligibility Date fields are required to extract in the SPRG Student Program file. ***Only FRE records with current year dates will be extracted. FRE records without any Eligibility Dates will not be extracted.***

Aeries will auto-convert a code of F to 181 and a code of R to a 182 when reporting to CALPADS or in the Pre-ID's.

Below are some helpful guidelines to consider with NSLP reporting.

No eligibility from Previous School Year is to be reported to CALPADS during the 30 day carry-over period to establish meal eligibility. Eligibility end dates should be populated for previous year's records.

Do not submit an SPRG file until you have eligibility data populated for the current Academic Year.

As students transition between statuses in the current school year (Free, Reduced, Paid), close out old FRE records and add new ones to express the new status. Do not overwrite existing records. The FRE table is designed to be a history of the NSLP status of the student and maintaining a history for at least the current school year is critically important to being able to report this information to CALPADS accurately.



Income Survey Tab ~ Parent Data Confirmation

The **Income Survey** tab allows Schools/Districts to collect limited financial data on their students.

Districts that choose to use programs like the [Community Eligibility Program \(CEP\)](#), [National School Lunch Program's \(NSLP\) Provision 1, 2, or 3](#) or the [School Breakfast Program \(SBP\)](#), do not collect official financial meal applications in a year that is not designated as a base line year. A base line year is a year that is used to establish Free and Reduced eligibility counts for a multiple year districtwide certification. The Aeries **Income Survey** provides a mechanism to aid in collecting individual financial information annually for different state mandated reporting like CALPADS. Since CALPADS and various other mandated state reporting systems do require financial information on an annual basis, the **Income Survey** feature was introduced to collect some critical financial data points required to make school/districtwide financial calculations without affecting existing multi-year CEP, NSLP and SBP related certifications.

In order for parents to see the **Income** tab in Parent Data Confirmation, the **Parents** group in **Portal Groups** must have **Insert permissions to FRE**. The option to **Disable Income Survey** must be unchecked.

If Parent Data Confirmation is being completed toward the end of the current school year, the Income Survey can use the USDA Income Eligibility Guidelines from the next school year instead of the current one. To enable this setting, check the box labeled **Use eligibility guidelines for next year instead of this year** (*but be sure to uncheck once you roll into the new year*).

These income ranges are hard-coded based on the [USDA Income Eligibility Guidelines](#).

The screenshot shows a web form for 'Parent Data Confirmation'. On the left is a vertical sidebar with a list of sections: Family Information (checked), Income (2), Student (3), Contacts (4), Medical History (5), Documents (6), Authorizations (7), and Final Data Confirmation (8). The 'Income' section is active. The main content area has two questions. The first is 'How many people are in your household?' with radio button options for 1, 2, 3 (checked), 4, 5, and More. The second is 'What is your total monthly household income?' with radio button options for '\$2252 or less', '\$2253 - \$3204', and '\$3205 or greater'. At the bottom left of the form is a green 'Confirm and Continue' button.

Note: The **Income Survey** will update the **Free and Reduced Meals (FRE)** table. Other sources for **Free and Reduced Meals (FRE)** data like Direct Certification, NSLP import, etc. can still be used.

KB Link: <https://support.aeries.com/support/solutions/articles/14000071659-parent-data-confirmation-setup>

DIRECT CERTIFICATION

Link to Source Self Paced Training <http://csis.fcmat.org/Pages/Self-Paced-Training.aspx>

DataGuide

Flash update #124 <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf124.asp>

The CALPADS Direct Certification results contain a Certification Status code for each active student record within your LEA.

- **S -SNAP** – The student is directly certified for free meals because the student is receiving Supplemental Nutrition Assistance Program (SNAP) benefits (also known as CalFresh).
- **T-TANF** – The student is directly certified for free meals through TANF, the Temporary Assistance for Needy Families program (CalWORKS).
- **M- Free MediCal** – The student is directly certified for free meals because the student has met the income eligibility criteria through the MediCal program
- **R- Reduced MediCal** – The student is directly certified for reduced-price meals because the student has met the income eligibility criteria through the MediCal program.
- **N- Not Certified** – The student is not directly certified for free meals.

Note on “when” a student DC status can change: Students who were not directly certified in a previous data match AND students who were directly certified with a T, M or R will continue to be processed monthly for a potential upgraded status.

If the match process finds that a student is eligible or has an upgraded status, the “match” code will overwrite the previous “non-match” or “non “S” code. If the match process finds that a student has an upgraded code, the system will overwrite the previous “match” code with the upgraded value, but will keep the original certification date.

Also note the Direct Certification status will remain with the student for the duration of that school year even if they no longer qualify.

Key Points/Tips around Direct Certification

- Direct Certification Results are based on currently enrolled students (Primary Status 10)
 - Students constantly fall off or on the monthly report as it is based on current enrollment in CALPADs
 - DC results can change daily based on enrollment, the list can change throughout the month, not just based on monthly CDSS matching.
-
- Run the DC Extract Monthly, however always use the date of 7/1/ of the reporting year. The reason why you should always use the 7/1 date is because a new student could have recently enrolled with you, however determined eligible while at the prior LEA, so prior to your enrollment. If you use current months date, the student will not be listed. Understand when running the monthly extract, even when you use the 7/1 date every month, your results can be different as the results are based on CURRENT enrollment, as enrollment changes throughout the year, the report will as well, even if using the same date.

LCFF Reconciliation

- Strive to have all enrollment posted in CALPADs on information day or near, Run the extract on information day or when all enrollment for information day is posted in CALPADs to include not certified (this gives a complete list of all your census day enrolled students and their DC results).
- Run the November results immediately after it becomes available. Run the extract/report like prior months back to 7/1 and do not include not certified. Compare the two lists and add students who were enrolled on census day (October list) however who were not certified on your October list but are now certified on November list– this will be your LCFF DC total on the 1.17/1.18 save for auditing and back up.
- Keep your monthly extracts as back up for auditing purposes

1.17 – FRPM English Learner Foster Youth – Count

Report Type: ODS and Snapshot/Certification (Fall 1)

Data As Of:

- If ODS version, user defined
- If Snapshot version, Fall 1 Census Day (First Wednesday in October)

Basic Selection Criteria

- Student must have an open enrollment (SENR) record within the LEA as of Fall 1 Census Day (first Wednesday in October of the reporting year)
- Student Grade Level equals KN-12 UE and US only
- Snapshot – Must have a SINP record that wholly or in part overlaps a **qualified** enrollment
- SPRG and SELA values derived from most recent record that wholly or in part overlaps a qualified enrollment

Report Filters: Filters can be selected resulting in only totals for the selected filter being displayed – legend on bottom of last page of report states which filter/s were selected

- Academic Year (Snapshot)
- Status – (Snapshot)
- School
- Ethnicity/Race
- Age Eligibility Filter
 - LCFF (**DEFAULT**) – includes grades KN-12, UE, US and excludes students with Grade Level equals KN and whose 5th birthday (Student Birth Date) is less than December 2nd of the selected Academic Year based on the As of Date of the report, if this value is selected.
 - All (KN-12, UE, US) – includes grades KN-12, UE, US based on the As of Date of the report, if this value is selected
 - Title 1 (5-17 year olds only) – includes ages 5-17 in whole years based on Student Birth Date and the As of Date of the report, if this value is selected.
- School Type
- Grade
- Gender

Academic Year: 2016-2017	LEA: [REDACTED]	User ID: [REDACTED]
View: SNAPSHOT	School Type: ALL	Create Date: 10/20/17 8:52:58 PM
	School: ALL	Print Date: 10/20/17 4:13:58 PM

NOT CERTIFIED

Non-Charter School(s)										
Free/Reduced Meal Eligibility Counts Based On:										
School Code	School Name	Total Enrollment	Free & Reduced Meal Program: 181/182	Foster	Homeless (1)	Migrant Program: 135	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Total Unduplicated FRPM/EL Eligible Count (3)
1	2	3	4	5	6	7	8	9	10	11

- School code is derived from user ID permission and Expected Schools table
- School Name is determined by #1 and the Expected Schools Table.
- SENR 1.23 – Enrollment Start Date is less than or equal to Census Day and SENR 1.24 – Enrollment Status is 10 (Primary) or 30 (Short Term) and SENR 1.26 – Enrollment Exit Date is null or greater than or equal to Census Day
- SPRG 3.13 – Education Program Code = 181 (NSLP Free) or 182 (NSLP Reduced) and SPRG 3.15 – Education Program membership Start Date is greater than 7/1/ of the Reporting year and equal to or less than 10/31 of the Reporting year and SPRG 3.16 – Education Program Membership End date is null or greater than or equal to 10/31 of the Reporting year
- California Department of Social Services (CDSS) provides a weekly data file to CDE that identifies all Foster Youth. Include foster placement and family maintenance data for students that have a record in the DSS Foster Youth Match Result file where the Foster Placement indicator equals Y and the Case Start Date is less than or equal to Census Day and the Case End Date is NULL or greater than or equal to Census Day for the associated school of qualifying enrollment. If the Case Start Date is NULL, the Episode Start Date and Episode End Date will be used. If the Episode Start Date is less than or equal to Census Day and the Episode End Date is NULL or greater than or equal to Census Day. Students matched after final Fall 1 Amendment window do not show as foster on Fall 1 Census day.

- SPRG 3.13 – Education Program Code equals 191 (Homeless) and SPRG 3.15 – Education Program Membership Start Date is equal to or less than Census day and SPRG – Education Program Membership End Date is greater than or equal to Census day
- SPRG 3.13 – Education Program Code equals 135 (Migrant) and SPRG 3.15 – Education Program Membership Start Date is equal to or less than Census day and SPRG – Education Program Membership End Date is greater than or equal to Census day
- Direct Certification Status does not equal N and Direct Certification Date is less than or equal to the November Direct Certification CALPADS Extract Date for the Academic Year the report is being run
- Total equals 4 + 5 + 6 + 7 + 8 AND Students counted only once regardless of multiple participation in 4, 5, 6, 7 or 8 (Unduplicated)
- SELA 12.13 – English Language Acquisition Status Code equals EL and SELA 12.14 – English Language Acquisition Status Start Date is less than or equal to Census Day and SELA 12.15 – Primary Language does not equal 00 (English) or 37 (American Sign Language)
- Total equals 9 + 10 AND Students counted only once regardless of multiple participation in 9 or 10 (Unduplicated)

Truacy – NoShow



Truancy - No Show discussion

Flash 132 an 134

<https://www.cde.ca.gov/ds/sp/cl/calpadsupdf132.asp>

<https://www.cde.ca.gov/ds/sp/cl/calpadsupdf134.asp>

Please keep in mind that the new guidance provided around the change in use of some of the exit codes and in particular the N470 NoShow is an effort to see the true drop out totals and find students who are falling through the cracks.

Funding cannot be focused in this direction if the true data cannot be seen.

The purpose is for **every effort to be made to account for every student who enrolls regardless of grade level or age.**

Exit Reasons

Source - CALPADS Data Guide, Appendix C found on the CALPADS System Documentation Page:

<http://www.cde.ca.gov/ds/sp/cl/index.asp>

All Exit Reason definitions are found in Appendix C –

Appendix C provides a definition of each exit reason as well as if the exit counts as a dropout, graduate or completer

Reporting Date Ranges Associated with Exits

Found on System Documentation Page

under Calendar -

<http://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp>

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
T160	TransCASchIRegular: 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	7–12, AD ungraded secondary, (K–6, ungraded elementary optional).	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.

Reporting Date Ranges for the current academic year 18-19:

Graduates: 08/16/2017 – 08/15/2018

Dropouts: 08/16/2017 – 08/15/2018

Lost Transfers: Exits between 08/16/2017 and 05/14/2018, and no **subsequent enrollment** up to 10/03/2018

No Show Dropouts: Exits between 5/15/2017 and 08/15/2017, and no **subsequent enrollment** up to 10/03/2018

Changes in Enrollment and Exit Date Definitions

CALPADS Enrollment Start Date:

The first date a student was **expected** to attend a particular school for a period of enrollment

Previous definition specified the "first date that the student... generated average daily attendance"

Note: If a concurrent enrollment anomaly (CCE) is generated using the date the student was expected to attend, then it is appropriate to use the first day the student generated ADA as the Enrollment Start Date.

CALPADS Enrollment Exit Date:

The last date that a student was **expected** to attend within a specific enrollment period. This should be the last day that the student was expected to attend the school for that enrollment period, unless the student is a habitual truant. For an habitual truant, the exit date should be:

The date the student was referred to the local or county School Attendance Review Board (SARB); or,

If the student cannot be located, the date a full investigation as to the whereabouts of the student was completed. For a student who was enrolled in the prior year, was pre-enrolled for the current year, and who does not show up at the beginning of the school year as expected, the exit date may be within the first few days of school as the school attempts to determine the student's whereabouts."

Flash 132 – Attendance Supervisors (AB 2815)

Reducing chronic absenteeism and preventing/recovering dropouts is a state priority for the Local Control and Accountability Plan (LCAP). To support this priority, California *Education Code (EC)* Section 48240, which requires the governing board of each school district to appoint a supervisor of attendance, was amended by Assembly Bill (AB) 2815 (Chapter 829, Statutes of 2016) to specify new and expanded responsibilities for attendance supervisors to facilitate the implementation of more effective practices to address chronic absenteeism and truancy, and to prevent dropouts. These changes, which became effective on January 1, 2017, were announced in a letter sent to County and District Superintendents and Charter School Administrators in January 2017. This letter can be viewed here:

<http://www.cde.ca.gov/nr/el/le/yr17ltr0120a.asp>.

Truancy Guidance from Flash 132

Statutory Steps for Addressing Truancy

<p>1 Identify</p>	<p>A student is identified as truant per EC Section 48260 (a)* and is reported as truant to the attendance supervisor or to the superintendent of the school district.</p> <p>*48260(a) "A pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof..."</p>
<p>2 Parent Notification</p>	<p>The school district notifies the parent or guardian of the truant by the most cost-effective method possible, and includes in the notification specific information related to the student's unexcused absences per EC Section 48260.5.</p>
<p>3 Hold a Meeting</p>	<p>The student is reported as truant for a third time in one school year, making the student habitually truant. An appropriate school employee makes a conscientious effort to hold at least one meeting with the parent and the student, but no meeting occurs to address the problem, and the student is no longer attending school.</p> <p>Note: A student who is absent for nine consecutive days, or a student who is absent at least three consecutive days three different times (total of nine days) without a valid excuse, would be considered habitually truant.</p>
<p>Exit Options</p>	
<p>4a Refer to SARB And Exit</p>	<p>If no meeting occurs in Step 3 and the student is no longer attending school, the LEA is required to refer the student to the local or county School Attendance Review Board (SARB). At this point the LEA may dis-enroll the student in CALPADS, using the Student Exit Category of E140-Truant, No Known Enrollment, using the SARB referral date as the exit date.</p>
<p>4b Exit After Full Investigation</p>	<p>If no meeting occurs in Step 3 but the student is not referred to SARB because the student cannot be located after a full investigation has been conducted, the LEA may dis-enroll the student using the Student Exit Category of E140-Truant, No Known Enrollment, using the date that the investigation was completed as the exit date.</p>
<p>4c Exit with Appropriate ExitCode</p>	<p>If upon investigation the student is confirmed to be enrolled in another public California school, enrolled in a private school, or enrolled in another school outside of California, the LEA should dis-enroll the student in CALPADS with the appropriate Student Exit Category code using a date prior to the day the student began attendance at the other school as the exit date.</p>

E140 Exit

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.**

E400 Exit

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 **or for students exiting juvenile hall who fail to return to the comprehensive school.**

N470 Exit

An LEA should only use this code in one of the following scenarios:

- **when a student, who has no prior enrollment 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.



Enrollment Data Management Student Withdrawals

Modified on: Thu, Mar 1, 2018 at 11:34 AM

<https://support.aeries.com/support/solutions/articles/14000069483-enrollment-data-management-student-withdrawals>

With a well-developed plan the management of student withdrawal information can produce accurate record keeping. The CALPADS program compliance requires that a **"Student Exit Reason"** be stated for students who are considered withdrawn. These codes are specifically identified within the CALPADS File Specifications (CFS) Code Sets.

No Show withdrawal information is managed uniquely as described in the next section of this document. For a non-no show or normal student withdrawal process, the data management goal will be to assure that not only will the student be tagged with your local drop status tag on the student screen but additionally be coded with an appropriate Student Exit Category. Remember - this is a very critical and required data field for accurate identification to the enrollment status of the student for the CALPADS SSID Enrollment file process.

Audit reports should be included as a normal internal audit process. These reports will include any students who have issues with the enrollment status between the **Student** screen and the **Attendance Enrollment** screen AND/OR whose exit reason code is missing.

Updating CALPADS Student Exit Category Codes – IMPORTANT

Assure that the accurate student exit reason code has been used. When you need to correct a reason code, the main focus should be on codes that are used to identify the student upon withdrawal. An important verification should be on the **"unknown"** exit reasons.

Once the school has received a request for records or other information that verifies the actual enrollment status of the withdrawn student make sure that you have a process for **UPDATING** that individual data in either the previous year data and/or current year data. The newly determined Exit Reason should be corrected wherever the old data exists.

Student Data 1		Student Data 2											
Residence and Mailing Address				Addr. Verif									
Change Address		5531 Aspan Eagle Rock, CA 99999		<input type="checkbox"/>									
Grid Code	ResSchl	IntDist	TransDist	IntDist Exp Dt	Name Addr Ver								
					9/4/2015								
Parent/Guardian		Telephone	Extn	Student Contact Info									
Name:	M/M S Smith	Primary:	(777) 555-5352	Student's Email:	Adam.Smith@example.com								
Ed Lvl:	Some College (12)	Primary Contact 1:		Student's Mobile:									
Email:	Parent.Smith@example.com	Primary Contact 2:	(777) 555-4161	Notification Pref:	None								
Prog	Att Prg 1	Att Prg 2	Dist Enter Dt	Schl Enter Dt	Schl Leave Dt								
			9/8/2005	8/18/2017	8/18/2017								
Teacher	Locker	Records Release	SM	DM	Family#								
0 - Unassigned			12	9	890 Siblings								
Ethnicity	Race	CorrLng	RptgLng	LangFlu	Birth City	State	Country						
N	White	English	English	English Only (E)			US						
NEWCAP	SPED	TITL1	User4	Band	GATE	User7	Test	User9	User10	User11	User12	User13	Message
			Y										
Student has L or B leave code with no exit reason code													



Enrollment Data Management No Shows and Summer Withdrawals

Modified on: Wed, Aug 8, 2018 at 7:36 AM

A **No Show** is considered to be a student that leaves while school is out during the summer and does not return. However, there are different types of reportable No Shows. CALPADS Student Exit Category asks that you distinguish the No Shows that occurred during a school-to-school matriculation or during a standard school annual rollover.

The values contained in the Summer Withdrawal Reason (**SWR**) field will be extracted when sending enrollment data to CALPADS for reporting compliance. **IMPORTANT:** If the student returns to your school for enrollment, this information will remain in the SWR fields in order to report accurately to CALPADS; never delete this data upon a student's return. This code should be updated from the "No Show Category" if the former school receives verification of entry from another school.

Student Data 2									
Reporting Home School	Stu Email Address	Network Login ID	Verif Pass Code	State Stu ID					
	student@aeries.com		*****	1234567890					
Summer Withdrawal		End of Year	Comp Status						
Reason	Leave Date	Next Schl	Status	Next Schl	Code	Date	Leave Date		
Pre-Enrolled, but never attended (not 420 or 430) (470)	7/18/2017								

Summer Withdrawals

Summer Withdrawals are a special type of withdrawal. They are students who leave while school is out during the summer but were enrolled in the previous school year. Because, by definition, these students never actually had any enrollment information for the new school year, the **Summer Withdrawal Reason (STU.SWR)** field and **Summer Leave Date (STU.SLD)** on **Student Data 2** must be populated with an appropriate Exit Reason. Be sure to populate the correct Student Exit Category code and follow the CALPADS data guide when assigning an exit date for a summer withdrawal student. The date should be the last day of the prior school year.

If the next school of attendance is unknown for a student who was enrolled in the prior year, this is no longer considered a No Show student. Do not use **Student Data 2** to enter exit information. **The student is considered Truant. The district needs to withdraw the student using the E140 - NoKnownEnrollTruant code after a minimum of three days (or more) of unexcused absences. Districts must make every attempt to locate the student, including checking CALPADS for enrollment. This student (exit E140) will also contain absence information that will be submitted at EOY STAS file.**

For more information see [No Show Guidelines](#).

Please refer to the following link for more information on No Show:

[No Show Overview](#)

[No Show Setup](#)

[No Show Guidelines](#)

Aeries fields that contain enrollment status data:

- Attendance Exit Reason
 - *ATT.RS field (enrollment area of attendance screen)*
- End of Year Status and End of Year Next School
 - *STU.EOY field, STU.ENS (when student leaves prior to roll over)*
- Completion Status
 - *STU.HSG, STU.DG (for grad status or matriculation status)*
- Summer Withdrawal Reason, Leave Date and Next School STU.SWR
 - *STU.SWR, STU.SLD, STU.SNS*

Things to think about and monitor–

- Remember to always think of outcome and the results of how you report the data – report accurately but understand what the codes mean
- Lost Transfer Drop out – stay up today on these records
- Student Absenteeism Requirement – every enrollment must have a STAS

4-Year Adjusted Cohort ACGR



4 Year Adjust Cohort

[PDF Version - CALPADS Update FLASH #135](#)

[PDF Version - CALPADS Update FLASH #136](#)

DataQuest <http://dq.cde.ca.gov/dataquest/>

DataQuest Listserve

<http://www.cde.ca.gov/ds/sd/cb/dqlistserv.asp>

Key Points –

- You cannot simply match your local graduates to the 15.1 report
- Membership in the cohort year is determined solely on the first instance of the high school enrollment regardless of what LEA enrolled the student or when the student graduated
- Outcome determines “what” LEA the student will report under in the cohort, based on last enrollment as of 8/15 of the final cohort year, regardless of the duration of that enrollment
- The business logic for creating the Cohort Population includes ALL students, every student is treated the same regardless of Students with Disabilities, Foreign Exchange students, Foster students, Homeless students, Students who repeat a grade, etc.

Cohort Date Range Tables - Examples

2018-19 Cohort Table Date Range

First Time Grade Level Record in CALPADS	Description of First High School Grade level record	The enrollment date range which places student in 17/18 cohort
9	Grade 9 with no prior 9, 10 11, 12	7-1-2015 thru 6-30-2016
or 10	Grade 10 with no prior 9, 10, 11, 12	7-1-2016 thru 6-30-2017
or 11	Grade 11 with no prior 9, 10, 11, 12	7-1-2017 thru 6-30-2018
or 12	Grade 12 with no prior 9, 10 , 11, 12	7-1-2018 thru 6-30-2019

2017-18 Cohort Table Date Range

First Time Grade Level Record in CALPADS	Description of First High School Grade level record	The enrollment date range which places student in 17/18 cohort
9	Grade 9 with no prior 9, 10 11, 12	7-1-2014 thru 6-30-2015
or 10	Grade 10 with no prior 9, 10, 11, 12	7-1-2015 thru 6-30-2016
or 11	Grade 11 with no prior 9, 10, 11, 12	7-1-2016 thru 6-30-2017
or 12	Grade 12 with no prior 9, 10 , 11, 12	7-1-2017 thru 6-30-2018

17-18 Example

Cohort Status outcomes on the 15.1 report

- Total Students in Cohort
- Students Removed
- Students Promoted Matriculated
- Cohort Graduates
- CHSPE
- Adult Ed High School Diploma
- Cohort Dropouts
- Cohort Special Ed Completers
- Cohort Still Enrolled
- Cohort GED Completer
- Other Transfers

*Enrollment Status	Grade Level	*Enrollment Start Date	Enrollment End Date	Student Exit Reason	Expected School of Attendance	Completion Status
10	12	9/1/18	12/15/18	E230/100		
10	11	9/1/17	6/30/18	E155		
10	10	9/1/16	6/30/17	E155		
10	09	9/1/15	6/30/16	E155		
10	09	8/14/2014	6/30/2015	E155		
10	08	9/3/2013	6/16/2014	E230		480

2017-18 Cohort Table Date Range

First Time Grade Level Record in CALPADS	Description of First High School Grade level record	The enrollment date range which places student in 17/18 cohort
9	Grade 9 with no prior 9, 10 11, 12	7-1-2014 thru 6-30-2015
or 10	Grade 10 with no prior 9, 10, 11, 12	7-1-2015 thru 6-30-2016
or 11	Grade 11 with no prior 9, 10, 11, 12	7-1-2016 thru 6-30-2017
or 12	Grade 12 with no prior 9, 10 , 11, 12	7-1-2017 thru 6-30-2018

Additional Recent Cohort Communications

[Home](#) / [Data & Statistics](#) / [School Performance](#) / [California Longitudinal Pupil Achievement Data System \(CALPADS\)](#)

CALPADS Communications

This page contains communications related to CALPADS including system updates, correspondence, and newsletter:

[CALPADS Home](#) | [Communications](#) | [Webinars](#) | [Training](#)
[System Documentation](#) | [Known Issues](#) | [Release Updates](#) | [Frequently Asked Questions \(FAQs\)](#)
[Charter Schools](#) | [Listservs](#) | [Calendar](#) | [Hours of Operation](#) | [Contacts](#)
[2017–18 CALPADS Certification Report](#)

Assessment and Accountability

- [Important Update Regarding Graduation Rate Data Release](#) (22-Jun-2018)
Letter sent to County and District Superintendents and Charter School Administrators regarding the release of the 2017 graduation rate data.
 - ❖ [PDF Version - Important Update Regarding Graduation Rate Data Release](#) (PDF; 22-Jun-2018)
- [Important Update Regarding Graduation Rate Collection](#) (Revised 01-May-2018)
 - ❖ [PDF Version - Important Update Regarding Graduation Rate Collection](#) (PDF; Revised 01-May-2018)
Letter sent to County and District Superintendents and Charter School Administrators. Beginning in Fall 2018, the California Department of Education (CDE) will use the Class of 2018 cohort graduation rate in the 2018 California School Dashboard (Dashboard). To accommodate the reporting of these data in the current year and to align with federal requirements, new data collection and calculation processes will be implemented.
- [Notification and Guidance Regarding Changes to the Cohort Graduation Rate Calculation](#) (Revised 01-May-2018)
 - ❖ [PDF Version - Notification and Guidance Regarding Changes to the Cohort Graduation Rate Calculation](#) (PDF; Revised 01-May-2018)
Letter sent to CALPADS Administrators and Accountability Coordinators. The California Department of Education (CDE) is making changes to the four-year Adjusted Cohort Graduation Rate (ACGR) to allow for reporting of these data in the current year and to respond to new federal requirements. For districts or schools that do not serve students in grades nine through twelve, this information may not be applicable.
 - ❖ [Attachment 1: Summary of Business Rule and Methodological Changes in the Four-Year Adjusted Cohort Graduation Rate](#) (Revised 01-May-2018)
 - ▶ [PDF Version - Attachment 1: Summary of Business Rule and Methodological Changes in the Four-Year Adjusted Cohort Graduation Rate](#) (PDF; Revised 01-May-2018)
Attachment 1 of 3 of the *Notification and Guidance Regarding Changes to the Cohort Graduation Rate Calculation* letter.
 - ❖ [Attachment 2: Summary of Changes to CALPADS Student Exit Category Codes](#) (Dated 16-Apr-2018)
 - ▶ [PDF Version - Attachment 2: Summary of Changes to CALPADS Student Exit Category Codes](#) (PDF; Dated 16-Apr-2018)
Attachment 2 of 3 of the *Notification and Guidance Regarding Changes to the Cohort Graduation Rate Calculation* letter.

Graduate definition – Retired codes

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 who 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."

Retired exit codes previously used in the cohort outcomes

T270 – Transfer to Adult Ed then drop

T310 – Transfer to Health Facility

T460 – Transfer to Home School

Changes in how specific exits count in cohort outcome

OLD RULE	NEW RULE
E230/250 – Adult Ed High School Diploma Student Counted as a Graduate	E230/250 – Adult Ed High School Diploma Student Counts as a Non Graduate Completer
T260 – Transfer to Adult Ed Student was removed from the cohort	T260 – Transfer to Adult Ed Student Counts as "Other Transfer" Outcome
E230/250 – Adult Ed High School Diploma Student Counted as a Graduate	E230/250 – Adult Ed High School Diploma Student Counts as "Other Transfer" Outcome

Additional Cohort Guidance

Communication May 1, 2018 attachment to letter found on System Documentation page under communications tab

Adult Ed Diploma – is not a high school graduate

Students who receive an adult education diploma will no longer be counted as traditional high school graduates as they do not meet the definition above for receiving a “regular high school diploma.” LEAs may continue to report these students to CALPADS as having received an Adult Education Diploma provided they have obtained official written documentation that the student received an adult education diploma within the cohort outcome period after withdrawing from their high school. To report these students, LEAs may submit a one-day enrollment to CALPADS with the following Student Exit Category code and School Completion Status code combinations E230/250 (Completer/Received an Adult Education Diploma). The associated exit date submitted to CALPADS must reflect the date that the student completed the requirements and was awarded the adult education diploma. Although these students will no longer be counted as having received a “regular high school diploma,” reporting these student outcomes to CALPADS will prevent students from being counted as “other transfers”

Supporting Written Documentation

Please be advised that it is important for LEAs to maintain appropriate documentation supporting both cohort outcomes and removals, as these are subject to monitoring and auditing processes.

Summer Graduates –To report these students, LEAs may submit a one-day enrollment to CALPADS with the following Student Exit Category code and School Completion Status code combinations E230/100 . The associated exit date submitted to CALPADS **must reflect the date that the student completed the requirements.**

Use Filters on both the 15.1 and 15.2 report to determine UC/CSU, Golden State and Seal of Biliteracy

California Longitudinal Pupil Achievement Data System

[Reports](#) > [Accountability Reports](#) > **Cohort Outcome - Counts and Rates**

Cohort Expected Graduation Year:	2017-2018	LEA:	
School Type:	Adult Education Centers, Altern:	School:	Arroyo High-0130849, Bay Eleme
Gender:	Female, Male	Ethnicity/Race:	Hispanic, Two or More, Filipino, I
Title I Part C Migrant:	Y, N	Students with Disabilities:	Y, N
Socio-economically Disadvantaged:	Y, N	English Learner:	Y, N
Foster Youth:	Y, N	Homeless Program Eligible:	Y, N
Directly Certified:	Y, N	Seal of Biliteracy:	Y, N
Golden State Seal of Merit Diploma:	Y, N	UC/CSU Requirements Met:	Y
User Comments:			

New College to Career Indicators for 18-19

<https://www.cde.ca.gov/ds/sp/cl/documents/calpadsupdf137.pdf>

Work Based Learning and Certification

Starting in May 2019, LEAs may submit data related to students' completion of a specified certification and other programs in the SENR record (the file format will be updated in Spring 2019)

Indicator should be maintained in your local SIS and sent in the SENR on an ongoing basis
7 new Work-Based Learning and Certification Completer Indicators

- Workforce Readiness (Strategic Skills) Certificate Program Completion Indicator
- Food Handler Certification Program Completion Indicator
- PreApprenticeship Certification Program Completion Indicator
- PreApprenticeship Program (noncertified) Completion Indicator
- State or Federal Job Program Completion Indicator
- WorkAbility I Work-Based Learning Program Completion Indicator
- XTransition Partnership Program Work-based Learning Completion Indicator

One-Year Graduate Counts versus Four-Year Adjusted Cohort Graduate Rate

Flash 136 - <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf136.asp>

Fall 1 Certified One-Year Graduate Counts

One-year graduates are those students who graduated from high school during a given academic year, regardless of when they started high school. LEAs certify the one-year graduation data as being accurate in the CALPADS Fall 1 window. These one-year graduation data, including one-year counts of graduates who met UC/CSU entrance requirements, are not currently included in the California School Dashboard (Dashboard) or used for state accountability purposes. LEAs do certify the one-year counts as part of Fall 1, however, because the overall counts are reported to the U.S. Department of Education (ED) to meet federal reporting requirements.

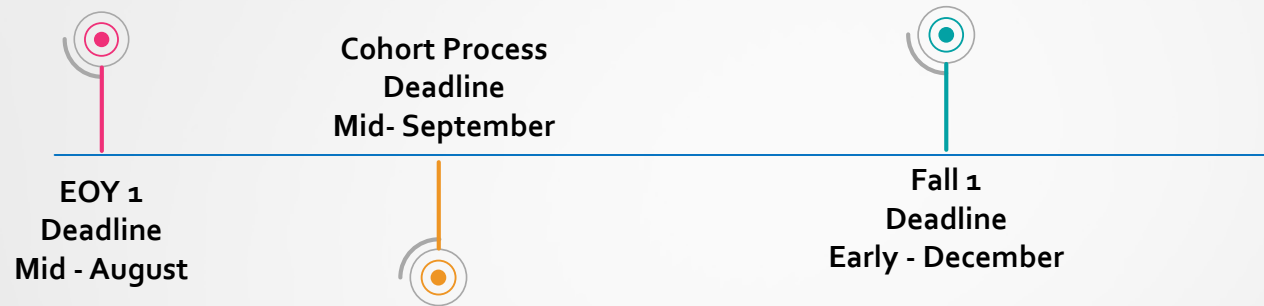
Four-Year Adjusted Cohort Graduate Rate (ACGR)

Four-year cohort graduates are those students who started 9th grade at the same time and graduated on time four years later. The CDE also provides four-year cohort graduation reports on DataQuest, which do not currently display the number and percent of four-year cohort graduates who met UC/CSU entrance requirements, which will be added soon. The CDE extracts the final four-year cohort data from the CALPADS ODS, which are then publicly posted in the four-year cohort reports on DataQuest and used in the Dashboard.

Detailed information around the graduation rate and the 4 year cohort can be found in the new published DataGuide

<https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>

Understanding **where** the Graduate date is derived from and **how** the data are used:

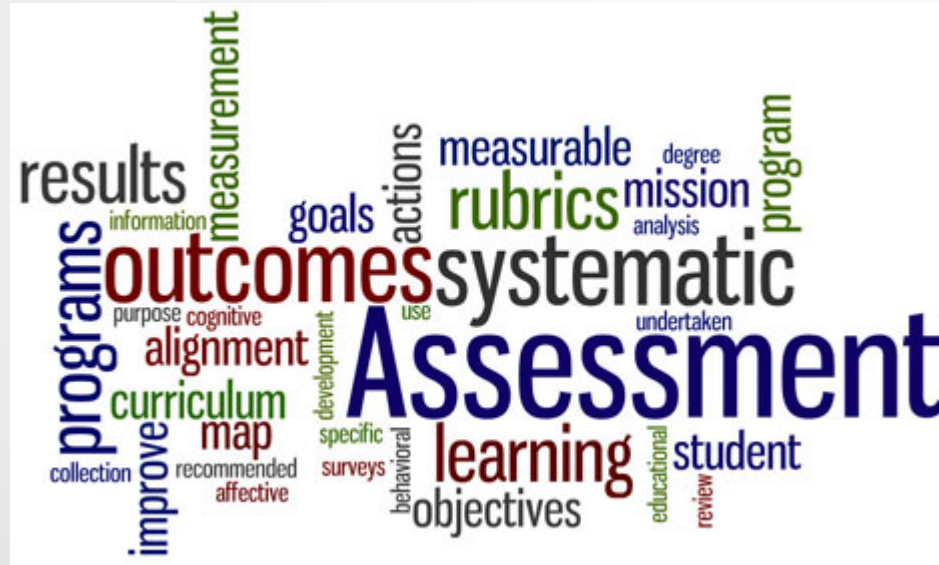


EOY 1 - Certified Data
Used in the CA School Dashboard
College to Career Indicator –
CTE Completers and Dual
Enrollment

Cohort Process – ODS Data
Used in the CA School
Dashboard and Dataquest
All 17-18 Graduates, UC/CSU
completers, Seal of Biliteracy
and Golden State Seal of Merit

Fall 1 - Certified Data – Used in Dataquest for 1 year grad counts

ELPAC

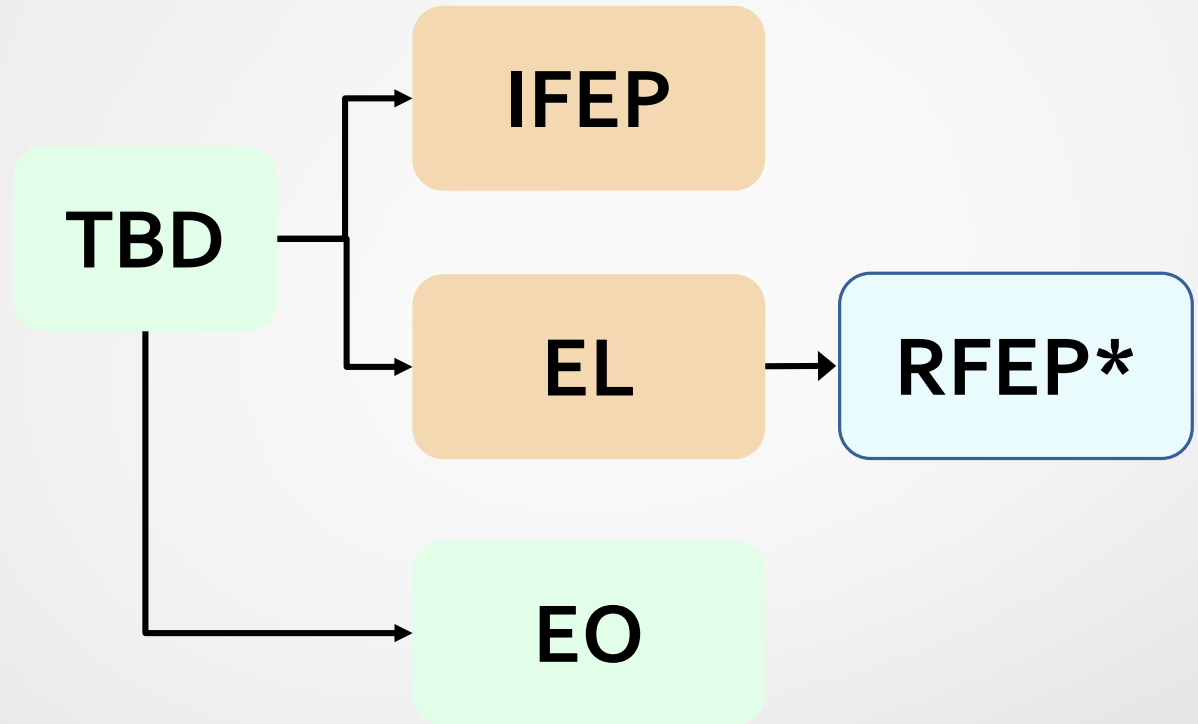


ELA Status Reporting (Natural Progression)

Acceptable Initial Status

Possible Status after Summative Test

Must be preceded by EL Record



NOTE: * The initial status may be any status except RFEP, but subsequently only the changes shown above are allowed

English Language Acquisition Status is reported once initially and then only with a valid status change

Upon receipt of a home language survey (HLS), verify that the:

- HLS identifies a language other than English or American Sign Language.
- Student has not previously been tested with the California English Language Development Test (CELDT)/ELPAC
- Student does not already have an ELAS of EL (English learner), IFEP (initial fluent English proficient), or RFEP (reclassified as fluent English proficient) in CALPADS.
- Student has no scores for the CELDT in CALPADS and in the LST for Initial ELPAC scores.
- Student's cumulative file does not contain CELDT/ELPAC scores

How Does a Student Appear on the Initial Eligible Student Report?

- ELPAC Coordinator and CALPADS Administrator need to work together to submit the following information to CALPADS for students who have been identified as eligible for the Initial ELPAC:
- CALPADS Student Enrollment (SENR) Record
- Enrollment record with a start date greater than or equal to 7/1/2018
- Primary (code 10) or short-term (code 30) enrollment status
- CALPADS Student English Language Acquisition Status (SELA) Record
- ELAS Code – TBD
- ELAS Start Date – Greater than or equal to 7/1/2018
- Primary Language Code – Not equal to English (00) or Sign Language (37)
- These data will then be sent to the TOMS LST and these students will appear on the report

<https://www.cde.ca.gov/ds/sp/cl/calpadsupdf138.asp>

How Does a Student Appear on the Summative Eligible Student List?

- Students appear on the Summative Eligible Student List if the student is identified as an EL in CALPADS as a result of testing with the Initial ELPAC or the Initial CELDT:
 - ELAS Code equal to EL (English learner)

Once the tested student is confirmed to be attending your LEA:

- The ELPAC Coordinator must hand score the completed test by using the Initial ELPAC Preliminary Score Sheet which is located in the Help Menu>LST Resources after logging into TOMS
- After school starts, the ELPAC Coordinator and the CALPADS Administrator should work together to submit the following data to CALPADS:
 - CALPADS Student Enrollment (SENR) Record
 - Enrollment record with a start date equal to expected first day of school (greater than equal to current date)
 - Primary (code 10) or short-term (code 30) enrollment status
 - CALPADS Student English Language Acquisition Status (SELA) Record
 - ELAS Code – TBD
 - ELAS Start Date – at least one day prior to the date the student was tested
 - Primary Language Code – Not equal to English (00) or Sign Language (37)

Note: Even after hand scoring, do not upload the “unofficial” ELAS (EL or IFEP) to the student information system or CALPADS until the scores have been entered and locked into the LST and the “official” ELAS has been determined.

Failure to follow these steps will prevent the student from appearing on the Initial Eligible Student List, and scores will not be able to be entered into the LST

What to do when there is evidence that an EO student has a non-English Primary Language?

Flash 140 - <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfflash140.asp>

In rare cases, LEAs may find evidence that a student who was previously determined as having an English Language Acquisition Status (ELAS) of EO (English Only) has a non-English primary language and may be in need of English learner services. In these cases, students should be tested with the Initial English Language Proficient Assessments for California (ELPAC) to determine if the student's ELAS should be corrected to English Learner (EL) or Initial Fluent English Proficient (IFEP).

As described in CALPADS Update Flash #138, once the Initial ELPAC has been administered, the LEA must load the raw scores and the test completion date into the Test Operation Management System (TOMS) Local Scoring Tool (LST). Scores may only be loaded into the LST if the student has an ELAS of To Be Determined (TBD) in CALPADS. However, CALPADS will not allow an ELAS progression from EO to TBD until modifications are made to CALPADS on August 28, 2018. Until these modifications are made in CALPADS, we recommend that LEAs do the following to administer the Initial ELPAC and enter those scores into the TOMS LST:

- Notify the parents or guardians of the intent to administer the Initial ELPAC within 10 days of administration.
- Administer the Initial ELPAC to the student, hand score the test, and provide the parents or guardians preliminary results within 14 days after test administration. Retain the scores for entry into the LST at a later date.
- On or after August 29th, ensure that the student has an enrollment record in CALPADS with a start date of the first day of school.
- On or after August 29th, submit a Student English Language Acquisition (SELA) record with an ELAS of TBD, ELAS Start Date of 7/1/2018 or greater and at least one day prior to the test completion date, and a non-English Primary Language to CALPADS.
- Once the student appears on the Initial ELPAC Student Eligibility Report, enter the scores into the LST and download the Student Score Extract.
- Upload the official ELAS to your student information system (SIS) and submit a new SELA to CALPADS that reflects the student's status of EL or IFEP with an ELAS Start Date of the date testing was completed. NOTE: The system modifications needed to enter the corrected ELAS will not be implemented in CALPADS until October.

Students Tested then No Showed

- The pre-enrollments submitted for these students should be exited with an N470 (NoShow) Exit Category Code in CALPADS. The initial ELAS will be associated with your LEA and therefore your LEA will be the only LEA that can update or delete that status.

If the student tests at 2 schools

- The first LEA that enters the “official” ELAS to CALPADS will “own” that record.

Correction Process A

Process A is used when a student is classified as “English Only” on the basis of the results of the home language survey. The correction is made if:

- The LEA has an indication that the student has a language other than English.
- The student is unable to perform ordinary classwork in English.

The LEA must collect and review evidence to determine whether the student should be administered the Initial ELPAC.

Corrections must occur before the administration of the Summative ELPAC.

Once a correction process has been completed, the corrected ELAS and associated Correction Reason Code must be submitted to CALPADS through the online maintenance tool. These corrections cannot currently be submitted through batch processing.

<https://www.cde.ca.gov/ds/sp/cl/documents/calpadsupdf139.pdf>

Most Recent English Language Acquisition Status Code (ODS)	Most Recent English Language Acquisition Status Name (ODS)	Subsequent English Language Acquisition Status Code	Subsequent English Language Acquisition Status Name	Note	First Academic Year Effective
EO	English Only	EO	English Only	This progression only occurs when updating information within an existing EO record for the student. For example, a SELA record is present in CALPADS with an ELAS of EO, and the LEA wants to change the primary language associated with that EO status.	1990-1991
EO	English Only	EL	English Learner	These combinations do not necessarily represent a logical progression. Prior to 2018-19, students tested with the CELDT who showed evidence of having a non-English primary language could be tested and designated with an ELAS of EL without having a formal "correction" to that English.	2014-2015
EO	English Only	IFEP	Initial Fluent English Proficient	These combinations do not necessarily represent a logical progression. Prior to 2018-19, students tested with the CELDT who showed evidence of having a non-English primary language could be tested and designated with an ELAS of EL without having a formal "correction" to that English.	2014-2015
EO	English Only	TBD	To be Determined	This progression is only to be used in instances where a student was initially English only but needs to be tested with the initial ELPAC because the student is not performing ordinary classroom work or a change was made to the Home Language Survey identifying a language other than English.	2018-2019

ELAS Correction Codes – Online Maintenance ONLY

EO → IFEP
EL

Evidence of Non-English Primary Language (1)

- The English language acquisition status for a student in any grades kindergarten through 12 is being corrected due to evidence that a primary language other than English exists and the student is unable to perform ordinary class work in English.
- The ELAS status is being corrected from English Only (EO) to either to English Learner (EL) or Initial Fluent English Proficient (IFEP).
- Proficient (IFEP).

EL ↔ IFEP

Rotating Score Validation Process Error (2)

- The English language acquisition status for a student in any grades kindergarten through 12 is being corrected due to a difference in scores identified by the test contractor on the Initial English Language Proficiency Assessments for California (ELPAC) compared to the scores inputted by the LEA in the Local Scoring Tool (LST).
- The ELAS Status is being corrected from English Learner (EL) to Initial Fluent English Proficient (IFEP) or from IFEP to EL.

IFEP
EL → EO

Home Language Survey Error (3)

- The English language acquisition status for a student in any grades kindergarten through 12 is being corrected due to an error made by a parent or guardian when completing the Home Language Survey (HLS).
- The ELAS status is being corrected from English Learner (EL) or Initial Fluent English Proficient (IFEP) to English Only (EO).

IFEP
EL → EO

Ineligible Student Tested (4)

- The English language acquisition status for a student in any grades kindergarten through 12 is being corrected because the student tested was not eligible to take either the Initial or Summative ELPAC.
- The ELAS status is being corrected from English Learner (EL) or Initial Fluent English Proficient (IFEP) to English Only (EO).

EL ↔ IFEP

Evidence for EL or IFEP (5)

- The English language acquisition status as established by the Initial English Language Proficiency Assessments for California (ELPAC) for a student in any grades kindergarten through 12 is being corrected due to further evidence collected locally by the LEA to support correction of classification.
- The ELAS Status is being corrected from English Learner (EL) to Initial Fluent English Proficient (IFEP) or from IFEP to EL.



Initial ELPAC Testing Procedures

Modified on: Tue, Sep 18, 2018 at 11:47 AM

<https://support.aeries.com/support/solutions/articles/14000091606-initial-elpac-testing-procedures>

Populating TOMS with Initial ELPAC Students

Per CALPADS Update Flash # 138, CALPADS now generates a nightly extract of students with an English Language Acquisition Status (ELAS) of "To Be Determined" (TBD) and the corresponding students' enrollment record to the Test Operations Management System (TOMS). The testing vendor maintains an "Initial Eligible Student List" which is viewable by the LEAs and lists all students who should be tested with the Initial ELPAC. (For the complete update flash please go to [CALPADS Update Flash #138](#))

Prior to the Beginning of the School Year

A new SELA Extract has been created for students that need to take the Initial ELPAC test **prior to the beginning of the school year**. The **Create SELA Extract for TBD Students** is located on the **CALPADS Extracts Identifiers** tab.

CALPADS Extracts

Please verify all your settings: Other Options, Other Extracts, Code Value Translations, and Schools

Enrollment Update

Identifiers

ODS Reconciliations, SELA Import

Fall 2

EOY

Direct Certification

Other Extracts

Other Options

Code Translations

LTEL Import

Create SSID Request File (SENR)

Process school before Start Date (must have a calendar created)

* If an SSID Request File is created before the ATT table is initialized, the first day of school will be used as the Enrollment Start Date for these students.

Create SELA Extract for TBD Students

* In order to accommodate summer ELPAC testing to the TOMS Local Scoring Tool (LST), the SELA TBD extract has been added. This new extract must be run in the 2018-2019 database. To include a student in this extract, the student will need a Test (TST) record for the Test ID of "ELPAC" Part 0. The Test record needs a Test Date of on or before the current date and will be used to determine the TBD date. For more information, read [CALPADS Extracts - Identifier Tab "Create SELA Extract TBD Students"](#)

The following must be completed in order to have students extracted in the **SELA Extract for TBD Students**:

- An SSID Identifier Request has been imported for the new students in the 2018-2019 database. This process creates an enrollment SENR record in CALPADS for the new school year.
- The student must have a "TBD" code in the **Student Demographics Language Fluency** field (**STU.LF**). The **STU.LF** code must be translated to the valid CALPADS "TBD" code in the **CALPADS Code Translation** form.

A Test (TST) record with the Test ID of "ELPAC" needs to be entered for the students in Aeries.

- **Test ID:** Enter "ELPAC". If "ELPAC" is not available in the Testing ID drop down, the Client update of July 10th needs to be applied.
- **Test Date:** Enter a Test Date of on or before the current date. The SELA file will be created with the "ELAS Start Date" of a day prior to the Test Date. If a SELA file is submitted with a date in the future, error SELA0215 will be generated: *English Language Acquisition Status Start Date must be less than or equal to current date* **Part 0** is the only part needed.

Test Scores

Limit ID
 Show test by test id and part
 Show Colors

	Test ID	Part	Grd Lvl	Testing Admin	Date	Test Description	Raw Score	Scale Score	Type	Source	Copy
+ Add New Record											
	ELPAC	0	0.0		7/13/2018	Eng. Lang. Prof. Assessm. California	0	0			<input type="checkbox"/>

Note: The [Mass Add Student Related Data](#) form can be used to mass enter **Test (TST)** records for these students. A **Query KEEP** can be applied before using the form to mass add the ELPAC test records.

Please refer to this article for more information [CALPADS Extracts - Identifier Tab, "Create SELA Extract for TBD Students" File](#)

After the School Year has Started

Once the school year has started the normal procedure for uploading the Student English Language Acquisition (**SELA**) file can be used to identify the new "To Be Determined" students in CALPADS.

The following must be completed in order to have TBD students extracted in the SELA file:

- An SSID Identifier Request has been imported for the new students in the 2018-2019 database. This process creates an enrollment SENR record in CALPADS for the new school year.
- The student must have a "TBD" code in the **Student Demographics Language Fluency** field (**STU.LF**). The **STU.LF** code must be translated to the valid CALPADS "TBD" code in the **CALPADS Code Translation** form.

Please see the [CALPADS SELA Import Process](#) articles for detailed information on the SELA process.

Discipline Data – New Guidance/Clarifications



Announced at CIM – October 2

LEAs are required to report **all incidents** in which a statutory offense is committed, regardless if it results in a disciplinary action of suspension or expulsion

This means, LEAs are required to report

- Incidents that result in “other means of correction” as outlined in California Education Code (EC) *Section 48900.5*
- Incidents that result in “Teacher suspensions” as authorized by EC *Section 48910*

To clarify the reporting of incidents that result in “other means of correction” Disciplinary Action Category Code 300 – is being updated from “No Suspension or Expulsion” to “Other Means of Correction or No Action”, and the definition is being changed

- Incidents that result in “other means of correction” are not included in the Suspension rate posted on DataQuest or used for the Dashboard
- In fact, the reporting of “other means of correction” indicate that a school is implementing alternatives to suspension, and students are not missing instructional time
- When reporting data on the Student Discipline (SDIS) file in Field 4.2 – *Incident Disciplinary Action Duration Days*, LEAs should report the **total number of days that a student was suspended for an incident when the final disciplinary action was an expulsion**
 - Students are often suspended prior to an expulsion; LEAs should report the days the student was suspended in Field 4.2 – *Incident Disciplinary Action Duration Days*, even if the final disciplinary action reported was an Expulsion
 - Since students are no longer enrolled when they are expelled, LEAs are reporting “zero” duration days; however, it is important to capture the days of missed instruction associated with the disciplinary incident
- Beginning in 2018-19 LEAs should report all increments of suspensions for all students
 - Previously LEAs were instructed to report incidents resulting in half-day suspensions for students with disabilities, and to only report incidents resulting in full-day suspensions for all other students
 - To make align with Office of Civil Right rules, LEAs should now report all incidents for all students, regardless of the length of suspension, and they should report the increment in Field 4.2 – *Incident Disciplinary Action Duration Days*, which allows for increments of less than one day

Program Data



Program Data

Source on Programs taken from CALPADS Data Guide found on the CALPADS System Documentation Page:
<http://www.cde.ca.gov/ds/sp/cl/index.asp>

Understanding Eligibility vs Participation

CALPADS automatically defaults Education Programs as either eligible or participating based on specific program.

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.

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. 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 - 181	Title I Targeted - 122
Reduced-Price Meal Program - 182	Title I Part A Neglected - 171
Gifted and Talented Education (GATE) - 127	Pregnant or Parenting - 162
Migrant Education - 135	Transitional Kindergarten - 185
Special Education - 144	504 moved to Eligibility August 2018
Homeless - 191	Opportunity Program - 108
Armed Forces Family Member - 192	California Partnership Academy - 113
504 Accommodation Plan = 101	

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

Eligibility:

- A student's program **eligibility** (i.e., the student has met the criteria to receive services) **start date does not need to be within the student's enrollment at a school.**
- Eligible records should be left open unless NSLP see below
- **Special Education Program records should NEVER be end-dated** unless the student actually exits the Special Education Program; e.g., parent withdrawal from the program, the student aged-out of the program, or the student is determined to be ineligible for services. Additionally, the program start date should never change.
- If students are *eligible* for **Free Meal Program or Reduced Price Meal Program, their program records are automatically closed upon exit** 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, The student does not need to be exited from the program in the previous school.

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

Participation:

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

Program Definitions

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?
<p>Free Meal Program - 181 NSLP</p> <p>Eligibility</p>	<p>Must be in the current academic year for each reporting year.</p> <p>Represents the date an approved NSLP meal application was received.</p>	<p>Represents the date that the student exited the school for the academic year.</p>	<p>Yes. These records must be closed annually and a new eligibility determination must be made annually.</p> <p>NOTE: Records for students who exit a school with an exit code other than E150 will be auto-closed by CALPADS.</p>
<p>Reduced-Price Meal Program – 182 NSLP</p> <p>Eligibility</p>	<p>Must be in the current academic year for each reporting year.</p> <p>Represents the date an approved NSLP meal application was received.</p>	<p>Represents the date that the student exited the school for the academic year.</p>	<p>Yes. These records should be closed annually and a new eligibility determination must be made annually.</p> <p>NOTE: Records for students who exit a school with an exit code other than E150 will be auto-closed by CALPADS.</p>
<p>Gifted and Talented Education (GATE) – 127</p> <p>Eligibility</p>	<p>Represents date the student was determined to be eligible for the GATE program within a school.</p> <p>Does not mean the student is participating in the GATE program</p>	<p>Represents the date the student was exited from the GATE Program at a school.</p>	<p>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.</p>

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?
<p>Migrant Education – 135</p> <p>Eligibility</p>	<p>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.</p>	<p>Represents the student’s eligibility period expired; or</p> <p>The date the student was determined to be ineligible for services within a school.</p>	<p>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.</p>
<p>Special Education – 144</p> <p>Eligibility</p>	<p>Represents the initial date the student’s special education services began. <u>This date should NEVER change – Additional information under Casemis to CALPADS (slide 22, 23) source Flash 128</u></p>	<p>Represents the date that the student exited the special education program. Does NOT represent the date the student exits a school. Does NOT represent that date a student’s primary disability changes</p> <p>Additionally changes in a student’s primary disability, should not initiate creating a new start date. This data is not tracked longitudinally.</p>	<p>No. These records should not be closed annually for returning students or students who are exiting because their eligibility for the program does not end.</p>

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?
<p>Homeless – 191</p> <p>Eligibility</p>	<p>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.</p>	<p>Represents the date a student was identified as being no longer homeless, or; The last day of the school year</p>	<p>No, homeless records are not required to be closed at the end of the year or for students who are exiting. From Flash update 121 - LEAs should RECONFIRM homelessness at the beginning of the school year and close homeless program records for students who are no longer homeless. Optionally, LEAs may close out all homeless program records every year and then open a new program record for the new year (Flash 121)</p>
<p>Military Family – 192</p> <p>Eligibility</p>	<p>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.)</p>	<p>Represents the date a student was identified as being no longer considered armed forces family member, or; The last day of the school year</p>	<p>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</p>
<p>Title I Targeted – 122</p> <p>Participation</p>	<p>Represents the first date a student was identified as participating in the program at a school.</p>	<p>Represents the date a student ceased participating in the program at a school; or The last day of school</p>	<p>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.</p>

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 Neglected – 171 Participation	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 CALPADS.
Pregnant or Parenting – 162 Participation	Represents the first date a student was identified as participating in the program at a school. LEAs may send up a program record for pregnant/parenting students even if they are not participating in an actual program.	Represents the date a student ceased participating in the program at a school, or is no longer parenting.	No. These records are not required to be closed at the end of the year for returning students. However, it is best practice to verify this 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 CALPADS.
Transitional Kindergarten – 185 Participation	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.

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?
<p>504 Accommodation Plan – 101</p> <p>Eligibility</p> <div data-bbox="363 696 714 759" style="border: 1px solid red; padding: 2px; display: inline-block; color: blue; font-weight: bold;">Recently updated</div>	<p>Represents the first date of the CURRENT academic year that a student was identified as having a 504 accommodation plan</p>	<p>Represents the date the student was no longer eligible for a 504 Accommodation plan; or,</p> <p>The date the 504 Accommodation plan expired for the academic year (the student must be reevaluated for services annually)</p>	<p>Yes. These records must be closed upon the expiration of the students 504 Accommodation plan. 504 plans must be re-evaluated annually.</p> <p>NOTE: Records for students who exit the school with an exit code other than E150 or E155 will be auto-closed by CALPADS.</p>
<p>Opportunity Program – 108</p> <p>Participation</p>	<p>Represents the first date a student was identified as participating in the program at a school</p>	<p>Represents the date a student ceased to participate in an Opportunity Program at a school; or</p> <p>The last day of school.</p>	<p>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.</p>



CALPADS in Aeries Basics - Special Programs

Modified on: Thu, Sep 27, 2018 at 8:15 AM

<https://support.aeries.com/support/solutions/articles/14000070397-calpads-in-aeries-basics-special-programs>

Special Programs (PGM): Many of the State reporting programs will be maintained on this page. If an Aeries table is available for the Educational Program, use the table instead of the **Special Programs (PGM Table)**. Examples are **Special Education** and **Free and Reduced Meals**.

For **GATE** either the **GATE page(GTE)** or the **Special Programs(PGM)** page can be used, but not both. For **504** program, either the **504 page(FOF)** or the **Special Programs(PGM)** page can be used, but not both.

Please Note: A change to the SPRG extract on May 5th 2018 should alleviate the overlapping Participation errors for the next school year. The SPRG extract has been adjusted to close all open participation programs 108, 113, 122, 174 and 185. The programs will auto-populate an end date in the extract 30 days before the end of the school year, using the last day of school. **The actual program records in Aeries will not be closed.**

IMPORTANT to understand: **Open participation** programs will continue to extract in the subsequent years. If the start date of the participation record is **prior to the current year**, Aeries will pull the start dates from **the student enrollment record date to show as program start date in the SPRG extract**. This was done to help with the SPRG0070 input error

Program Code	Yrs in Prgm	Hours	Program	StartDt	EndDt
122 - NCLB Title I Part A Basic Targeted	0.0000	0.0000	122 - NCLB Title I Part A Basic Targeted	9/4/2017	
Start Date	End Date	Services Received			
Eligibility		05 - Title 1 - Instruction Mathematics			
Participation	9/4/2017				
Status	Enter Grd	Setting			
Not Applicable	0				
Exit Reason	Outcome				
Not Applicable					
Training Type	Disadvantaged Status	Auth Release Info			
Not Applicable		Not Applicable			
School					
Screaming Eagle High School					
Comment					
<input type="button" value="Add"/> <input type="button" value="Change"/> <input type="button" value="Delete"/>					

This error occurs because the student already has an existing/matching overlapping **Participating** Educational Program record in CALPADS for a previous year and another record is included in the current year SPRG extract.

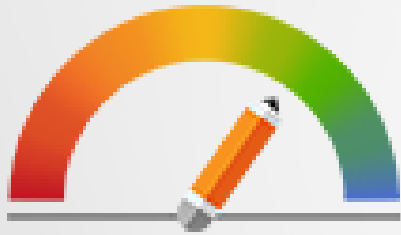
For a more comprehensive look at Special Program for both Eligibly Programs and Participation Programs reference the SPRG: CALPADS Special Program Chart

<https://support.aeries.com/support/solutions/articles/14000084898-sprg-calpads-special-programs-chart>

California School Dashboard



Accountability



California School DASHBOARD

California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures.

California School Dashboard

10 Indicators of School Success

State Indicators

Six state indicators allow for comparisons across schools and districts based on information collected statewide.

- High School Graduation Rate
- Academic Performance
- Suspension Rate
- English Learner Progress
- Preparation for College/Career (CCI)
- Chronic Absenteeism

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).

Schools and districts receive one of five color-coded performance levels on each of the six state indicators.



Each performance level is represented by (1) a color, and (2) a number of shaded segments. For example, Green will have four segments filled.

The overall performance level is based on both the current performance (status) and change from the previous year (change).

Local Indicators

Four local indicators are based on information collected by districts, county offices of education, and charter schools.

- **Basic Conditions**
 - Teacher qualifications
 - Safe and clean buildings
 - Textbooks for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
 - Student safety
 - Connection to the school
- **Parent Involvement and Engagement**

Districts receive one of three performance levels for each of the four local indicators:

- Met
- Not Met
- Not Met for Two Years

School and student group information is not available for local indicators.

Student Group Report

Optional Narrative Summary (Completed by Monterey Peninsula Unified)

The Monterey Peninsula Unified School District is on its way to becoming one of the finest public school systems in the country. We envision a school system that serves all students well, and engages each student in deep learning that prepares them to solve the challenges of the 21st century. This vision will take hard work, commitment, and a focus on continuous improvement.

[Equity Report](#)
[Status and Change Report](#)
[Detailed Report](#)
[Student Group Report](#)

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)								
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)			*					*
English Language Arts (3-8)			*					*
Mathematics (3-8)			*					*

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)

Data in the Fall 2018 Dashboard – Release Schedule for Early November

Indicator	Data Source	Year of Data Source
Chronic Absenteeism	CALPADS EOY 3 Chronic Absenteeism, Cumulative Enrollment	2016-17 and 2017-18
Suspension Rate	CALPADS EOY 3 Suspension, Cumulative Enrollment	2016-17 and 2017-18
English Learner Progress Indicator (ELPI)	ELPAC end of year data file	No performance indicator in 2018 Will likely report the number of students in each of the ELPAC performance levels based on the 2018 ELPAC Summative Assessment data
Graduation Rate Indicator	CALPADS ODS	Class of 2018 (status) Class of 2017 (to calculate change) <i>(Both based on new rules)</i>
Academic Indicator	Smarter Balanced Results (3–8) CALPADS Demographics	2018 Smarter Balanced Assessments 2017 Smarter Balanced Assessments
College/Career Indicator (CCI)	CALPADS EOY 1 (Course, CTE) CALPADS ODS (cohort, a-g indicator, Golden State Seal Merit Diploma, State Seal of Biliteracy) AP, IB Results Smarter Balanced Results (11)	Class of 2018, Graduate Cohort (status) Class of 2017, Graduate Cohort (to calculate change)

Data Sources in the Fall 2018 Dashboard

Indicator	Data Collection	CALPADS Reports
Chronic Absenteeism	EOY 3	14.1 -> 14.2
Suspension Rate	EOY 3	7.3 -> 7.5 1.21 -> 8.1
English Learner Progress	ELPAC results CALPADS ODS	
Graduation Rate	CALPADS ODS	Four-Year Adjusted Graduate Cohort Report
Academic: Grades 3–8	Smarter Balanced Subgroups: CALPADS ODS	
College/Career (No performance level or color)	EOY 1 CALPADS ODS	3.10 -> 3.11 3.14->3.15

Source: California School Dashboard Technical Guide 2017-16 School Year

CALPADS Data Used in Indicators

Data Used From CALPADS	Suspension Rate	English Learner Progress	Graduation Rate	Academic: Grades 3 8	College/ Career	Grade 11 Distance from Level 3
Enrollment	Yes	Yes	Yes	Yes	Yes	Yes
Exit Date		Yes	Yes	Yes	Yes	Yes
Discipline	Yes					
School Completion (Graduated)			Yes		Yes	
A-G Completion					Yes	
Career Tech Education (CTE) Completion					Yes	
Dual Enrollment					Yes	
Race/Ethnicity	Yes		Yes	Yes	Yes	Yes
English Learner	Yes	Yes	Yes	Yes	Yes	Yes
Reclassified Fluent (RFEP)		Yes	Yes	Yes	Yes	Yes
English Learner Enrolled in a US School less than one year				Yes		Yes
Valid Disability Code	Yes		Yes	Yes	Yes	Yes
Direct Certification	Yes		Yes	Yes	Yes	Yes
Parent Education Level	Yes		Yes	Yes	Yes	Yes
Foster Youth (Fall 2017)	Yes		Yes	Yes	Yes	Yes
Homeless (Fall 2017)	Yes		Yes	Yes	Yes	Yes
Migrant	Yes		Yes	Yes	Yes	Yes
Free and Reduced	Yes		Yes	Yes	Yes	Yes
County-District-Residence Code				Yes		Yes

Source: California School Dashboard Technical Guide 2016-17 School Year

Reporting Dual Enrollment

Definition of Dual Enrollment

A student enrolled in K-12 that is earning College Credit. The student “*can*” earn high school credit for the course but **MUST** earn college credit for the course.

Definition of CTE Postsecondary Articulated Course Indicator (CRSC – 9.12)

This element is used when the course is being taken at the secondary or college levels and is part of a local CTE pathway and has been articulated with a postsecondary institution, **not necessarily** earning college credit (dual enrolled). Using this element alone on a course **DOES NOT** mean dual enrollment. 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. This is an agreement between the LEA and College.

When Reporting Dual Enrollment, One of the steps below must be used. – From Flash 131

Specific State Course Codes defined as Dual (see following table) – **Reported in EOY 1 Course Completion**

When using these course codes, the course does not need the field (CRSE - 9.19) Non Standard Instructional Level Code of “16-College Credit” populated. If a student is being reported with a course completion record, using one of the defined Dual Enrolled Course codes, that is all that is needed for the course to count as dual enrollment.

OR



Course code 7000 – 8532 CTE
(prior to 17/18 Course code 4000 – 5999)

AND

(CRSC - 9.19) Non Standard Instructional Level Code of “16-College Credit” **must** be populated to designate Dual Enrollment for any course other than the specified Dual enrollment course codes below.

California School Dashboard - Technical Guide - Dual Enrollment

Students who earn college credit by passing the college course with a grade of C-or better are included. Counted courses may be in either academic disciplines (e.g., English) or CTE disciplines (e.g., welding). For purposes of the CCI, physical education courses will not be counted. Data are extracted out of the CALPADS ODS by the CDE between mid-to-end of June each year. LEAs and schools are advised to review their data in CALPADS and make any corrections in the CALPADS ODS prior to extraction.

Dual Enrollment State Course Codes

Dual Enrollment College	2190	Course - English Language Arts	A college English language arts course taken by a student in which the student earns college credit. This course may also count toward the high school graduation requirements (i.e., the student receives both college credit and high school credit). This is not an Advanced Placement (AP) or International Baccalaureate (IB) course (AP and IB courses have their own Course Group State Codes).
Dual Enrollment College	2290	Course - Foreign Languages	A college foreign language course taken by a student in which the student earns college credit. This course may also count toward the high school graduation requirements (i.e., the student receives both college credit and high school credit). This is not an Advanced Placement (AP) or International Baccalaureate (IB) course (AP and IB courses have their own Course Group State Codes).
Dual Enrollment College	2490	Course - Mathematics	A college mathematics course taken by a student in which the student earns college credit. This course may also count toward the high school graduation requirements (i.e., the student receives both college credit and high school credit). This is not an Advanced Placement (AP) or International Baccalaureate (IB) course (AP and IB courses have their own Course Group State Codes).
Dual Enrollment College	2690	Course - Science	A college science course taken by a student in which the student earns college credit. This course may also count toward the high school graduation requirements (i.e., the student receives both college credit and high school credit). This is not an Advanced Placement (AP) or International Baccalaureate (IB) course (AP and IB courses have their own Course Group State Codes).
Dual Enrollment College	2790	Course - History/Social Science	A college history/social science course taken by a student in which the student earns college credit. This course may also count toward the high school graduation requirements (i.e., the student receives both college credit and high school credit). This is not an Advanced Placement (AP) or International Baccalaureate (IB) course (AP and IB courses have their own Course Group State Codes).
Dual Enrollment College	2890	Course - Visual or Performing Arts	A college visual or performing arts course taken by a student in which the student earns college credit. This course may also count toward the high school graduation requirements (i.e., the student receives both college credit and high school credit). This is not an Advanced Placement (AP) or International Baccalaureate (IB) course (AP and IB courses have their own Course Group State Codes).
Dual Enrollment College	6090	Course - Other	A college course in any other content area taken by a student in which the student earns college credit. This course may also count toward the high school graduation requirements (i.e., the student receives both college credit and high school credit). This is not an Advanced Placement (AP) or International Baccalaureate (IB) course (AP and IB courses have their own Course Group State Codes).



EOY1: What are Dual Enrollment and Articulation Courses?

Modified on: Fri, Feb 2, 2018 at 10:04 AM

<https://support.aeries.com/support/solutions/articles/14000079969-eoy1-what-are-dual-enrollment-and-articulation-courses->

A **Dual Enrollment** course is ANY course that a student takes and earns college credit. Districts are not required but *can* give the student high school credit. The course can be any articulated or non-articulated core academic or CTE course for which a student earns college credit upon successful completion of the course with a C- or better. Dual Enrollment Courses can count for high school AND college credit; AND Courses that count ONLY for college credit.

Where the student takes the course makes no difference as long as they earn college credit at the completion of the course.

An **Articulated** course is a course that has a written agreement in the form of an Articulation Agreement or Memorandum of Understanding (MOU) between the high school and a post-secondary school. These courses are a progression of the coursework taken at the high school and taught by a high school teacher. Articulated courses may sometimes earn a student college credit and/or may satisfy a prerequisite requirement at the post-secondary if they successfully complete the course. Conditions of the college credit and prerequisite requirement are outlined in the written agreement. If there are conditions, such as if the student will only earn college credit if they enroll at the post-secondary school with whom the agreement was drafted with, this course is not considered dual enrollment. It is simply an articulated course.

At this time, the state is only requiring CTE articulated courses be reported to CALPADS.

Districts are not required to report dual enrollment. However, it is beneficial for the CCI (College/Career Indicators) Dashboard.

[California Accountability Model & School Dashboard](#)
[College/Career Indicator Performance Levels](#)

For instructions on how to report Dual Enrollment or CTE Articulated Courses in Aeries, please refer to the following articles:

[How to Tag Dual Enrollment Courses](#)
[Career Pathways Tab on the Courses Page](#)



EOY1: How to tag Dual Enrollment Courses?

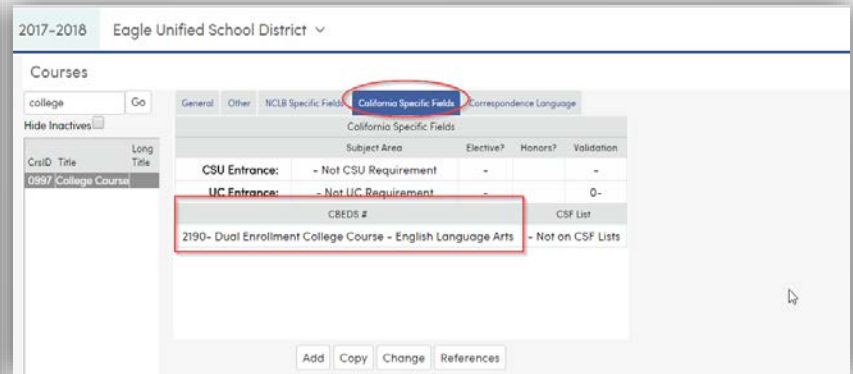
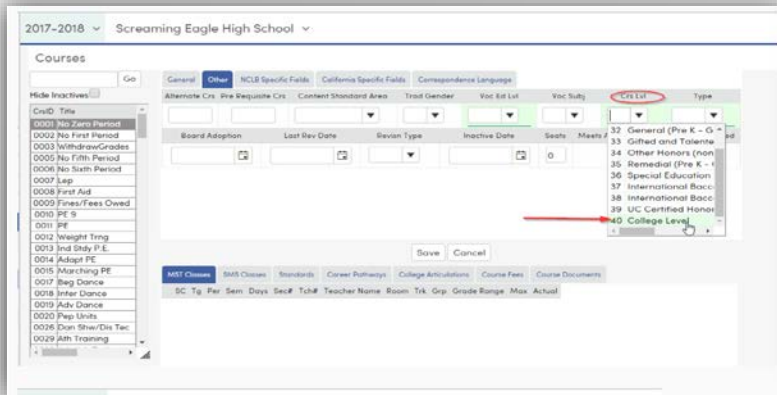
Modified on: Fri, May 4, 2018 at 4:35 PM

Below are the guidelines for reporting Dual Enrollment Courses in Aeries:

- Staff record needs to have the 9999999999 for the SEID to prevent SDEM and SASS records from extracting
- Course Record – There are 2 elements the course must contain in order for a these dual enrollment courses (courses receiving college credit) to be identified by CALPADS.

1. The course **must** contain a code 16, which is what the CRS.CL = 40 converts to in the CRSC file (Field # 09.19) to CALPADS.
2. The state course code **MUST** be a CALPADS dual enrollment state course code or CTE state course code as defined in the Valid Codes Documentation by CALPADS.

Note: No other combination will be recognized by the state as a dual enrollment course.



o CALPADS Code Value Translations: Course Instruction Level Aeries Code 40 College Level (CRS.CL) = 16 College

CALPADS Extracts

Enrollment Update
Identifiers
ODS Reconciliations
Fall 2
EOY
Direct Certification
Other Extracts
Other Options
Code Translations
Schools

Code Set: Course Instruction Level (CRS CL)

Aeries		CALPADS	
Code	Description	Code	Description
30	Advanced Placement (AP)	14	Honors - UC Certified
31	Basic (Pre K - Grade 12)		
32	General (Pre K - Grade 12)		
33	Gifted and Talented	12	Gifted and Talented
34	Other Honors (non-UC certified)	15	Honors Non-UC certified
35	Remedial (Pre K - Grade 12)	10	Remedial
36	Special Education		
37	International Baccalaureate (IB)- Higher Level	14	Honors - UC Certified
38	International Baccalaureate (IB)- Standard Level	14	Honors - UC Certified
39	UC Certified Honors	14	Honors - UC Certified
40	College Level	16	College

Add New Record

Once these courses are set up correctly in Aeries, the courses need to be entered manually into the student's transcript once the course is completed at the college level and a transcript from the college is provided. The school taken will reflect the name of the college. The college name and information must be entered in the **Course History Institutions (CHI)** table.

A new field within the transcript **More** screen has been added for **Dual Enrollment Credit School**. This will allow user's the ability to enter the high school that is receiving the credit for this course and also the **Staff ID**.

When adding a new **Transcript** record, the new field will display for **Dual Enrollment Credit School (College Level Courses)**. A search box is available and will display schools from the **Course History Institutions (CHI)** table. Select the high school that is receiving credit for this course.

In **Edit** mode, the new field will only display for courses with the **Course Level** field populated as **College (CRS.CL = 40)**.

17-18 Santa Monica Community College													Grade 12 Spring		
Schl	Year	Tm	Grd	Crs ID	Std Course Title	RT	CP	N/H	Mark	Atmp	Comp	Special Crs Title	More		
	7372	17-18	2	12	0997	College Course			B	5.00	5.00				

17-18 Santa Monica Community College													Grade 12 Spring		
Schl	Year	Tm	Grd	Crs ID	Std Course Title	RT	CP	N/H	Mark	Atmp	Comp	Special Crs Title	More		
	7372	17-18	2	12	0997	College Course			B	5.00	5.00	British Literature			
Enrolled: 0 Absences: 0 Present: 0 Excused Abs: 0 Unexcused Abs: 0 Suspended: 0 Tardy: 0 Citizenship: Section: 0 Staff: College Teacher Dual Enrollment Credit School (College Level Courses) 994 - Screaming Eagle High School															

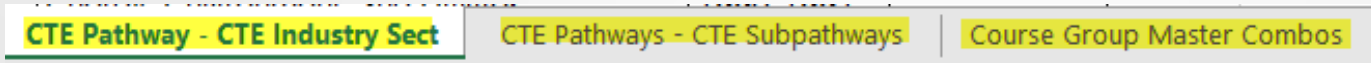
The CALPADS EOY extracts will create "virtual" sections in the **Course Section file (CRSC)** to validate these college courses in the **Student Course Section Completion file (SCSC)**. This eliminates the need to create a false section in the master schedule.

Please note: Aeries strives to provide our customers with the most recent information as provided by the State. However, it is the LEA's responsibility to stay informed and use the methods of communication provided by CALPADS and CDE to stay up to date with any information provided directly by them.

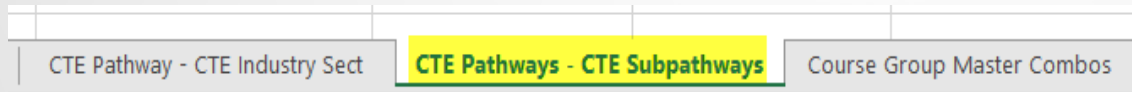
CTE Data

Remember CTE is part of Accountability and the CCI (Career and College Readiness Indicator)

- Use the Valid Code Combo Document as your reference and tool– [Link to Document](http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp)
<http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>
- 3 tabs in the Valid Code Combo Doc related to CTE



All 3 lists, default to “all”. Remember to filter appropriately making sure you are using current valid codes as the default of “all” includes codes no longer effective



CTE Pathway Code	CTE Pathway Name	CTE Industry Sector Code	CTE Industry Sector Name	First Academic Year Effective	Last Academic Year Effective
100	Agricultural Business	AGR	Agriculture and Natural Resources	1990-1991	
101	Agricultural Mechanics	AGR	Agriculture and Natural Resources	1990-1991	
102	Agriscience	AGR	Agriculture and Natural Resources	1990-1991	
103	Animal Science	AGR	Agriculture and Natural Resources	1990-1991	
104	Forestry and Natural Resources	AGR	Agriculture and Natural Resources	1990-1991	
105	Ornamental Horticulture	AGR	Agriculture and Natural Resources	1990-1991	
106	Plant and Soil Science	AGR	Agriculture and Natural Resources	1990-1991	
110	Entertainment	ART	Arts, Media, and Entertainment	1990-1991	2012-2013
111	Design, Visual, and Media Arts	ART	Arts, Media, and Entertainment	1990-1991	

The example below from the tab – **Course Group Master Combos** –

1. The Last Academic Year is filtered on only current active codes,
2. The Content Area Category Assignment Code is filtered on 40 (CTE Courses only)
3. And the CTE Pathway Code is filtered on 102. This allows you to see the current courses that fall under the pathway 102 only.

NOTE the two highlighted columns - CTE Concentrator and CTE Capstone Indicator, courses are aligned specifically with those indicators.

Fatal errors will trigger if you report a student as a concentrator or completer in the SCTE file however they have not completed a course that is flagged with a Yes in these columns.

Course Group State Code	Course Group State Name	CTE Industry Sector Code	CTE Industry Sector Name	CTE Pathway Code	CTE Sub-Pathway Code	CTE Non-Traditional Gender	CTE Concentrator Course Indicator	CTE Capstone Course Indicator	Academic CTE Course	Content Area Category Assignment Code	Content Area Category Assignment Name	AP	IB	GradeHigh	GradeLow	MeetsUC/CSU	NCLB Core	First Academic Year Effective	Last Academic Year Effective
7130	Introduction to Agriscience	AGR	Agriculture and Natural Resources	102		Female				40	Career Technical Education	N	N	AD	K	U	U	2017-2018	
7131	Intermediate Agriscience (Concentrator)	AGR	Agriculture and Natural Resources	102		Female	Yes			40	Career Technical Education	N	N	AD	K	U	U	2017-2018	
7132	Advanced Agriscience (Capstone)	AGR	Agriculture and Natural Resources	102		Female		Yes		40	Career Technical Education	N	N	AD	K	U	U	2017-2018	
7133	Introduction to Sustainable Agriculture	AGR	Agriculture and Natural Resources	102	102A	Female				40	Career Technical Education	N	N	AD	K	U	U	2017-2018	
7134	Intermediate Sustainable Agriculture (Concentrator)	AGR	Agriculture and Natural Resources	102	102A	Female	Yes			40	Career Technical Education	N	N	AD	K	U	U	2017-2018	
7135	Advanced Sustainable Agriculture (Capstone)	AGR	Agriculture and Natural Resources	102	102A	Female		Yes		40	Career Technical Education	N	N	AD	K	U	U	2017-2018	

- **New Course Codes for 18-19 – CTE Industry Sector Code for Work Experience Ed (WEE) Courses (7002, 7003, 7004) – Multiple Industry Sector (MIS)**
- The use of the 154

9.10	CRS-Course Content Code	<p>Beginning in the 2016-2017 End-of-Year 1 submission, LEAs are expected to populate this field with CTE Course Content Code 154 (Career Technical Education) for any courses that are:</p> <ul style="list-style-type: none"> • Part of a CTE pathway at their school or district; and • Taught by a CTE-credentialed teacher. <p>This includes CTE courses in the 7000 and 8000 series that may be part of a CTE pathway.</p> <ul style="list-style-type: none"> • This field should be left blank for any CTE courses that are not part of a CTE pathway or are not taught by CTE-credentialed teachers.
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If a Course is used at a school site and 1 teacher is CTE authorized and the other is not, 2 different course codes must be used and two different sections created.



How to Identify Concentrators and Completers Using the Career Pathway Dashboard

Modified on: Tue, Jul 10, 2018 at 11:12 AM

The [Career Pathway Dashboard](#) is used to identify, select and mass assign a Current Academic Year record as students reach specific milestones within a [Career Pathway](#). These milestones are categorized as [Concentrators](#) and [Completers](#) within a multi-year pathway. Only students who have reached these milestones are reported to CALPADS and are included in the [SCTE EOY1](#) extract file.

Please Note: Students must follow the course sequence in a pathway. Due to State reporting requirements, LEA's will be unable to pass the validations for certification if students complete the courses out of order.

How to Identify Concentrators

Students that complete 50% of a pathway are considered [Concentrators](#). In a three year pathway students that complete the Introductory and Concentrator courses, in the exact course sequence, would qualify for this milestone and SCTE EOY1 reporting.

The following options need to be selected within the **Courses For This Pathway In This School** section of the Dashboard. At the end of the school year, once final grades have copied into transcripts, the student *should* have two semesters of Intro Hosp (CN 0505- Introductory) and *must* have two semesters of ROP Food Management (CN 0858 - Concentrator) listed in their transcripts.

- **Show in Completed Course** column pulls courses from Transcripts (HIS). CN 0505 and CN 0858 are selected to verify that the student completed these required courses.
- **Show in Current Course** column pulls courses from the student's class schedule. CN 0858 is selected to ensure the student finished the year in this course. This will also help to identify which students may qualify for this status.
- **Only Display Students with Selected Completed Courses** should always be selected.

Course	Level	Year	Comment	Show in Current Course	Show in Completed Course
0505 - Intro Hosp	1 - Introductory	1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
0858 - ROP Food Mgmt	2 - Concentrator	2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
0860 - ROP Food Srv Oc	3 - Completer	3		<input type="checkbox"/>	<input type="checkbox"/>

Only Display Students with Selected Completed Courses

ID	Grade	Status	School	Birth	Search	Comp	Current Course	Completed Course
9540015	11	0	Screaming Eagle HS			<input checked="" type="checkbox"/>	ROP Food Mgmt	Intro Hosp (GRA, CHS, YR 10, TE 1, LU 1) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 2) ROP Food Mgmt (GRA, CHS, YR 10, TE 1, LU 1) ROP Food Mgmt (GRA, CHS, YR 10, TE 1, LU 2)
9540016	11	0	Screaming Eagle HS			<input type="checkbox"/>		ROP Food Mgmt (GRA, CHS, YR 10, TE 1, LU 1) ROP Food Mgmt (GRA, CHS, YR 10, TE 1, LU 2) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 1) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 2)
9540022	11	0	Screaming Eagle HS			<input type="checkbox"/>		Intro Hosp (GRA, CHS, YR 10, TE 1, LU 1) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 2)
9540032	12	0	Screaming Eagle HS			<input type="checkbox"/>		Intro Hosp (GRA, CHS, YR 10, TE 1, LU 1) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 2)
9540039	11	0	Screaming Eagle HS			<input type="checkbox"/>		Intro Hosp (GRA, CHS, YR 10, TE 1, LU 1) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 2)
9540034	10	0	Screaming Eagle HS			<input type="checkbox"/>		Intro Hosp (GRA, CHS, YR 10, TE 1, LU 1) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 2)
9540038	11	0	Screaming Eagle HS			<input type="checkbox"/>		ROP Food Mgmt (GRA, CHS, YR 10, TE 1, LU 1) ROP Food Mgmt (GRA, CHS, YR 10, TE 1, LU 2)
9540012	12	0	Screaming Eagle HS			<input type="checkbox"/>		Intro Hosp (GRA, CHS, YR 10, TE 1, LU 1) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 2)
9540037	12	0	Screaming Eagle HS			<input type="checkbox"/>		Intro Hosp (GRA, CHS, YR 10, TE 1, LU 1) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 2)
9540044	11	0	Screaming Eagle HS			<input type="checkbox"/>		ROP Food Mgmt (GRA, CHS, YR 10, TE 1, LU 1) ROP Food Mgmt (GRA, CHS, YR 10, TE 1, LU 2)
9540073	12	0	Screaming Eagle HS			<input type="checkbox"/>		Intro Hosp (GRA, CHS, YR 10, TE 1, LU 1) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 2)
9540081	12	0	Screaming Eagle HS			<input checked="" type="checkbox"/>	ROP Food Mgmt	Intro Hosp (GRA, CHS, YR 10, TE 1, LU 1) Intro Hosp (GRA, CHS, YR 10, TE 1, LU 2) ROP Food Mgmt (GRA, CHS, YR 10, TE 1, LU 1) ROP Food Mgmt (GRA, CHS, YR 10, TE 1, LU 2)

How to Identify Completers

Students that complete 100% of a pathway are considered [Completers](#). Students who reach this milestone **MUST** have completed the Capstone Course with at least a 2.00 GPA average.

The following options need to be selected within the **Courses For This Pathway In This School** section of the Dashboard. At the end of the school year, once final grades have copied into transcripts, the student *should* have two semesters of Intro Hosp (CN 0505 - Introductory), *must* have two semesters of ROP Food Management (CN 0858 - Concentrator) and *must* have two semesters of CN 0860 - ROP Food Srv Oc (Completer/Capstone) in their transcripts.

Valid Mark validation is allowed with Capstone courses. Students who earn a 'D' in a level 3 course one term, but then at least a 'B' in another term, will average at least a 2.00 GPA. This student would still qualify since the minimum GPA requirement within this course has been met.

- **Show in Completed Course** column pulls courses from Transcripts. CN 0505, CN 0858 and CN 0860 are selected to verify the student completed these required courses.
- **Show in Current Course** column pulls courses from the student's class schedule. CN 0860 is selected to ensure the student finished the year in this course. This will also help to identify which students may qualify for this status.
- **Only Display Students with Selected Completed Courses** should always be selected.

^ Courses For This Pathway In This School

Course	Level	Year	Comment	Show In Current Course	Show In Completed Course
0505 - Intro Hosp	1 - Introductory	1		<input type="checkbox"/>	<input checked="" type="checkbox"/>
0858 - ROP Food Mgmt	2 - Concentrator	2		<input type="checkbox"/>	<input checked="" type="checkbox"/>
0860 - ROP Food Srv Oc	3 - Completer	3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

[+ Add New Record](#)

Only Display Students with Selected Completed Courses

Name	ID	Grd	Status	School	1st Yr	Recent Yr	Comp?	Current Course	Completed Course
Carter, Cristina Michele	99400411	12		Screaming Eagle HS	2016-2017	2016-2017	<input type="checkbox"/>	ROP Food Srv Oc	Intro Hosp (GR A, CR 5, YR 15, TE 1, LVL 1) Intro Hosp (GR A-, CR 5, YR 15, TE 2, LVL 1) ROP Food Mgmt (GR B+, CR 5, YR 16, TE 1, LVL 2) ROP Food Mgmt (GR A, CR 5, YR 16, TE 2, LVL 2) ROP Food Srv Oc (GR A, CR 5, YR 17, TE 1, LVL 3) ROP Food Srv Oc (GR A, CR 5, YR 17, TE 2, LVL 3)
Ceballos, Steven Paul	99400448	12		Screaming Eagle HS			<input type="checkbox"/>		Intro Hosp (GR B, CR 5, YR 16, TE 2, LVL 1)
Ceja, Stephanie M	99400450	11		Screaming Eagle HS			<input type="checkbox"/>		ROP Food Mgmt (GR D, CR 5, YR 16, TE 1, LVL 2) ROP Food Mgmt (GR D, CR 5, YR 16, TE 2, LVL 2)
Chen, Michael Y	99400483	12		Screaming Eagle HS			<input type="checkbox"/>		Intro Hosp (GR B-, CR 5, YR 16, TE 2, LVL 1)
Chongtuo, Hana	99400490	12		Screaming Eagle HS			<input type="checkbox"/>		Intro Hosp (GR A, CR 5, YR 16, TE 1, LVL 1) Intro Hosp (GR A, CR 5, YR 16, TE 2, LVL 1)
Clarkson, Kevin E	99400510	12		Screaming Eagle HS	2016-2017	2016-2017	<input type="checkbox"/>	ROP Food Srv Oc	Intro Hosp (GR D, CR 5, YR 15, TE 1, LVL 1) Intro Hosp (GR B+, CR 5, YR 15, TE 2, LVL 1) ROP Food Mgmt (GR D, CR 5, YR 16, TE 2, LVL 2) ROP Food Mgmt (GR D, CR 5, YR 16, TE 1, LVL 2) ROP Food Srv Oc (GR A, CR 5, YR 17, TE 1, LVL 3) ROP Food Srv Oc (GR A, CR 5, YR 17, TE 2, LVL 3)
Dawoud, Anthony	99400616	11		Screaming Eagle HS	2016-2017	2016-2017	<input type="checkbox"/>	ROP Food Srv Oc	Intro Hosp (GR C, CR 5, YR 15, TE 2, LVL 1) Intro Hosp (GR C, CR 5, YR 15, TE 1, LVL 1) ROP Food Mgmt (GR D, CR 5, YR 16, TE 1, LVL 2) ROP Food Mgmt (GR B+, CR 5, YR 16, TE 2, LVL 2) ROP Food Srv Oc (GR A, CR 5, YR 17, TE 1, LVL 3) ROP Food Srv Oc (GR D, CR 5, YR 17, TE 2, LVL 3)

Valid Mark Validated

SELA Data



SELA Data

Key Points

- The ELA status follows the student to wherever enrolled.
- The LEA with the current enrollment inherits the status from the prior LEA.
- ELA Status is based on enrollment – not “who” submitted the status.

Reporting LEA	Acquisition Code	Status Date	Primary Language Code	Effective Start Date	
Placerville Union Elementary - 0961952	English or American Sign Language Only-EO	9/19/2012	00 - English	7/1/2013	Edit

- Duplicate or invalid progression records will trigger an error
- You only can submit an ELAS record under 3 conditions
 1. Valid Progress
 2. No ELAS record in CALPADS – *student is new to California Public Schools*
 3. Updating TBD status



David Albarran ▾

General Contact Add'l Info Flags 0 Programs 2 User Codes ▾

	Permanent ID	99000009	Grade	K	Teacher	Unassigned
	State Student ID	0099000009	Age	5	Language Fluency	English Learner
	Status Tag	Active	Sex	F	CorrLng / RptgLng	Spanish / Spanish
	Student Number	9	Birthdate	11/10/2012	Interdistrict Status	

Reporting Language: 01 | Spanish ▾ Language Fluency: L | English Learner ▾

General State Test Test History Other Waivers

Tests	Date	Name	Listen		Speak		Oral		Reading		Writing		Composite		Language Designation
			Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	
English:			0	0	0	0	0	0	0	0	0	0	0	0	-
Spanish:		-	0	0	0	0	0	0	0	0	0	0	0	0	-
Other:		-	0	0	0	0	0	0	0	0	0	0	0	0	-

Home Language Survey				Initial ELPAC Result	
First	at Home	Primary	by Adults	Initial Date	Initial Fluency
01- Spanish	01- Spanish	01- Spanish	01- Spanish	07/20/2018	EL

Important Dates				
US Entry	US School	CA School	District Entry	School Entry
8/10/2014	8/3/2018	8/3/2018	08/03/2018	08/03/2018

English Learner Program								
EL Start Date	EL End Date	Yrs in Prgm	YPCalc Date	Program	Curr Lang Des	Lang of Inst	Eng Class Elig	Srvcs Rcvd
7/20/2018		0		3- English Language Mainstream Classroom	-	01- Spanish	-	330- English Language Development (ELD)

Reclassification Information												
Follow-Up Dates/Codes												
Reasonable Fluency Dt	Redesignation Dt	Code	30 Day	Code	180 Day	Code	1 Yr	Code	2 Yr	Code	3 Yr	Code

Other Information												
Birth City	State	Country	ELAS Code	ELAS Date	Years LTEL	IFEP EL	User 1	User 2	User 3	User 4	User 5	Eng Lang Prof
Orange	California	United States Of America				0	-	-	-	-	-	

Comments

Change Print

Please Note: The SELA Import process should be run at the beginning of the school year before uploading the first SELA file for the year to CALPADS and periodically throughout the School Year.

This will ensure that all students in your database have the most recent CALPADS Student Language Acquisition Status (ELAS) information. This will assure accuracy for including the SELA file for only those students who have a change in there Language Status

The ELAS Code and DATE can only be updated via import.

1. Requesting SSID Identifier file
2. SELA Import Process



CALPADS SELA Import - SELA Extract

Modified on: Wed, Sep 19, 2018 at 4:48 PM

<https://support.aeries.com/support/solutions/articles/14000074731-calpads-sela-import-sela-extract>

The SELA file should be uploaded to CALPADS for the following situations:

- Upon enrollment of a NEW student (brand new SSID) in grades kindergarten through twelfth grade. (Student has no existing ELAS records in CALPADS.)
- When a student has a valid change to their ELAS code showing progression
- Or final progression to ReClassification

The **SELA** extract will follow the CALPADS rules for changing ELA statuses.

In order for the SELA extract to pull the ELAS data the code must be different than current code and the dates must fall within the current year. If these two standards are not met, the student record will not extract into the SELA file.

The SELA extract should be generated anytime during the school year that there are changes to a student's ELAS status.

When students are redesignated, it is imperative that a new SELA file be generated and uploaded to CALPADS in the current year of the ELAS status change. If the Redesignation date does not fall within the current academic year, the record is not extracted.

The SELA extract will only include students **with grade levels of Kindergarten through 12**, Ungraded Elementary and Ungraded Secondary.

AERIES SELA EXTRACT GUIDELINES

•TBD – To be Determined Students

TBD students will be extracted when the new CALPADS Language ELAS code and date fields are empty and the student has a TBD code in the **Student Language Fluency (STU.LF)** field. The student's enrollment date will be the ELAS Start Date.

•EO – English Only Students

EO students will be extracted when the new CALPADS Language ELAS code and date fields are empty and the student has an EO code in the **Student Language Fluency (STU.LF)** field. The extract will evaluate the following fields for dates on or after the student's enrollment date. The student will be extracted if any one of the following fields are on or after the student's enrollment date.

- LAC.STS** - California School Start Date
- LAC.USS** - US School Start Date
- STU.DD** - Student District Enter Date
- STU.ED** - Student School Enter Date

•EL – English Learner Students

EL students will be extracted when the new CALPADS Language ELAS code and date fields are empty and the student has an EL code in the **Student Language Fluency (STU.LF)** field. The **Language Program Start Date(LAC.SD)** also has to be on or after the student's enrollment date to be extracted. EL students must also have the **Student Initial US School Enrollment Date (LAC.USS)** field populated.

•IFEP – Initial Fluent English Proficient

IFEP students will be extracted when the new CALPADS Language ELA code and date fields are empty and the student has an IFEP code in the **Student Language Fluency (STU.LF)** field. The **Language IFEP Date (LAC.IFD)** also has to be on or after the student's enrollment date to be extracted.

•RFEP – Redesignated Students

RFEP students will be extracted when the new CALPADS Language ELA code and date fields are empty and the student has an RFEP code in the **Student Language Fluency (STU.LF)** field. The **Language Redesignated Date (LAC.RD1)** also has to be on or after the student's enrollment date to be extracted.

CASEMIS to CALPADS - C2C



CASEMISTO CALPADS – C2C

Implementation is currently slated for the academic year 2019-20

Link to Casemis listserve : <http://www.cde.ca.go/ds/sp/cl/listservs.asp>

FAQs - www.cde.ca.gov/ds/sp/cl/calpadsfaqs.asp

3.21 Primary Disability Code

Source CALPADS Flash Update 128 & FAQ

The Primary Disability Field must be populated for students eligible for Special Education. If a student's primary disability changes, a new program record should be submitted, but the Start Date should remain the original start date from the previous special education program record. LEAs should no longer close program records and Submit a new one with a new start date to represent changes in a student's primary disability. Not only does this compromise the initial start date, but it also implies a program exit. Currently, it is not important to capture changes in primary disability in CALPADS, but rather to capture the student's most current primary disability. When the California Special Education Management Information System (CASEMIS) data collection is transitioned fully into CALPADS, the system will be modified to track changes in primary disability longitudinally.

Copied from recent CASMIS TO CALPADS Newsletter (sent when you are signed up for the listserve)

When is it appropriate for LEAs to populate the Education Program End Date for a Special Education Program record (Education Program Code 144 – Special Education)?

The **only** circumstance in which the Education Program End Date for a Special Education Program record should be populated is when the student exits special education for one of the following reasons:

- Student was determined to be no longer eligible for services.
 - Student completed high school.
 - Student aged out of the program (on 23rd birthday).
 - Student dropped out of school.
 - Student transferred out of state or out of the country.
 - Student died.
 - Parent withdrew the student from special education.
 - Student received a special education waiver.
 - No parental consent was given for an infant to be evaluated for Individualized Education Plan (IEP) services.
- It is **NOT** appropriate to populate the Education Program End Date for a Special Education Program record in any of the following scenarios:
- Routine year-end program record exits in CALPADS.
 - To reflect changes from one primary disability to another.
 - When the student transfers to another California public school or district.

Communication from Special Education Division CDE - sent July 11, 2017 –

The CDE recently made a decision to cease the practice of referring to students who are eligible in special education programs as “special education students”.

- Old Terminology – “special education students”
- **New Terminology – “Students with Disabilities”**

CASEMIS will be collecting data on students who are **“Pending Evaluation” – Plan Type 30.**

- Students who are Pending Evaluation – Plan Type 30 and are in preschool (PS- Prekindergarten grade level) must be assigned a SSID.
- **NOTE:** Special Education program record (144) should not be submitted for the student to CALPADS until the student is determined to be eligible and begins receiving services.
- Think about how to monitor this group of students and get a local practice set up