

# California Longitudinal Pupil Achievement Data System (CALPADS)

## Statewide Student Identifier (SSID) and Enrollment Procedures

*Version 8.3*

*11/15/2016*



California Department of Education

**This version supersedes previous versions of this guide.**

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## Revision History

Version Number	Revision Date	Name	Section	Summary of Changes
v8.3	11/15/2016	CAHSEE	2.4 2.5	Added references to SB 172 (Suspension of CAHSEE) and additional notes on Enrollment Status. Code "40" should continue to only be used for students who had participated in a CAHSEE Intensive Instruction prior to 2015-2016.
v8.2	09/20/2016	Secondary Enrollments	2.2	In the "business Rules for Secondary Enrollments" section, added new validation for Field 1.27 Student Exit Reason Code.
v8.1	08/09/2016	SSIDs for Pre-Kindergarten Students	1.4	Removed preschool and added pre-kindergarten requirements for obtaining and maintaining SSIDs.
v8.1	08/09/2016	CAHSEE	1.3	In the "Business rules for LEAs who choose to obtain and maintain SSIDs for students pursuing diplomas or equivalents" section, removed CAHSEE references
v8.1	08/09/2016	CAHSEE	2.4	Updated the end of section "NOTE:"
v8.1	08/09/2016	CAHSEE	3.3	In the "General rules about exited students who re-enrolled" section, removed reference to Student School Completion Status 104 (retired) and Student School Completion Statuses 106 and 108 (retired).
v8.1	08/09/2016	CAHSEE	3.3	In the "Business rules for exiting and re-enrolling students who have completion statuses" section removed/updated scenarios related to CAHSEE.
v8.1	08/09/2016	CAHSEE	Appendix A	Removed CAHSEE related information.
v8.1	08/09/2016	Miscellaneous	All	Minor formatting edits throughout document for consistency.
v8.0	07/01/2016	Educational Data Management Division/CSIS	1.4	In the "Guidance for LEAs" section, added that LEAs must obtain SSIDs for all special education preschool students.
v8.0	07/01/2016	Educational Data Management Division/CSIS	1.4	In the "Special education preschool students" section, added clarification regarding obtaining SSIDs for all special education preschool students.

Version Number	Revision Date	Name	Section	Summary of Changes
v8.0	07/01/2016	Educational Data Management Division/CSIS	3.5	In the “Business rules that apply for exiting students upon school closure” section, added transfers to NPS schools to Student Exit Reason Code T160.
v8.0	07/01/2016	Educational Data Management Division/CSIS	3.7	Added new section “Exiting Matriculating Students”
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	Version No.	Version number updated to 6.0, to ensure consistency and coherence with major CALPADS documentation.*
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	Various	Updated the code name for <i>Student Exit Reason Code T160</i> (former code name: <i>TransCASchl</i> ; new code name is: <i>TransCASchlRegular</i> )
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	Various	Updated “Student Information” file to read “Student Enrollment” file.
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	Various	Updated “Student School Start Date” (Field 1.23) to read “Enrollment Start Date.” Also updated “Student School Exit Date” (Field 1.26) to read “Enrollment Exit Date.”
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	Where necessary	Updated Re-Enrolled Dropout definition to reflect Enrollment Status 40; changed typo in definition from Primary (20) to (10); changed LEA to school.
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	2.1: Receiving Specialized Services Only Enrollment	Updates made throughout this section to maintain current and accurate information.
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	2.3: Short-Term Enrollment (Applies Only to Specific Educational Options Schools)	Added “Home and Hospital Schools” to the list of Educational Options Schools that are allowed to report short-term enrollments.
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	Chapter 3: Enrolling and Exiting Students	Added CAASPP-related bullet to the chapter intro page in the block labeled “Reporting enrollments and exits in CALPADS.”
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	3.1: General Rules about Enrollments and Exits	Updates made throughout this section to maintain current and accurate information.
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	3.1: General Rules about Enrollments and Exits	In the block labeled “Business rules for exiting students”: Added information about LEA requirements, rules for students who are expected to return to the same school, and rules for mid-year updates to the Student Enrollment Record.

Version Number	Revision Date	Name	Section	Summary of Changes
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	3.1: General Rules about Enrollments and Exits	In the block labeled “Students transferring to and exiting from Educational Options Schools,” under “Exiting”: Added “Home and Hospital” to the bulleted list of applicable Educational Options Schools.
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	3.2: Pre-Enrollment	In the block labeled “Business rules for pre-enrollment”: Minor updates made to maintain accurate information.
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	3.4: Exiting No-Shows	Changed section name from “Exiting Same School No Shows” to “Exiting No-Shows”
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	3.4: Exiting No-Shows	Significant updates made throughout this section to maintain current and accurate information.
v6.0	01/28/15	Educational Data Mgmt. Division/ CSIS	4.1 Concurrent Enrollment Anomalies	Updated Student Exit Reason Code N470 (“NoShowOther”) to reflect new name: “NoShow” (in the block labeled “What does “primarily enrolled” mean with respect to concurrent enrollment anomalies?”) Other updates made in this section to maintain current and accurate information.
v5.0	N/A	Educational Data Mgmt. Division		No updates made in the document.
v4.0	N/A	Educational Data Mgmt. Division		No updates made in the document.
v3.0	N/A	Educational Data Mgmt. Division		No updates made in the document.

## Introduction and Purpose of This Document

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**Introduction** The information presented in this document serves as a guide to assist LEAs in properly submitting enrollment and exit data to CALPADS.

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**Purpose of this document** The purpose of this document is to provide local educational agency (LEA) staff with information about the business rules regarding:

- Obtaining Statewide Student Identifiers (SSIDs) for enrolled students.
  - Submitting and maintaining enrollment and exit data.
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**Intended audience of this document** The intended audience of this document is all LEA staff who are involved in preparing or submitting data to CALPADS. The intended audience also includes ancillary or support organizations such as student information system (SIS) vendors.

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## Chapter 1: Statewide Student Identifiers (SSIDs)

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### Contents of this chapter

This chapter contains business rules and requirements associated with Statewide Student Identifiers (SSIDs).

This chapter covers the following topics (section numbers are in the left column):

1.1	Educational Agencies' Responsibilities Regarding SSIDs
1.2	Statewide Student Identifier (SSID) Assignment
1.3	Obtaining and Maintaining SSIDs for Students Enrolled in Adult Education Centers/Schools
1.4	Obtaining and Maintaining SSIDs for Preschool Students

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### Statewide student identifier (SSID) overview

All public California K–12 local educational agencies, including charter schools, must obtain statewide student identifiers from CALPADS for students in kindergarten through grade 12, and these agencies should maintain the SSIDs in their local systems as well as in CALPADS. Here is some information about SSIDs:

- An SSID is a unique, 10-digit, random, system-generated, non-personally-identifiable number.
  - SSIDs are essential components of CALPADS.
  - SSIDs are used to:
    - Maintain data on individual students over time.
    - Link students to their statewide assessment scores.
    - Track students in and out of schools and local educational agencies (LEAs) in order to determine more accurate dropout and graduation rates; thus:
      - It is critical that LEAs take great care when requesting new SSIDs or when choosing/using existing SSIDs.
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## 1.1 Educational Agencies' Responsibilities Regarding SSIDs

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### **Public K–12 LEAs must obtain SSIDs and maintain enrollment statuses**

Public California K–12 local educational agencies (LEAs) must obtain Statewide Student Identifiers (SSIDs) for all K–12 students.

LEAs must maintain current enrollment statuses on these students in the CALPADS system.

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### **Charter schools' responsibilities for K–12**

#### **Independently-reporting charter schools**

Independently-reporting charter schools must follow the same rules as LEAs. Thus, independently-reporting charter schools must obtain SSIDs for all K–12 students, and they must maintain current enrollment statuses on these students in the CALPADS system.

#### **Charter schools who are reporting through authorizing agencies**

For charter schools who are reporting through authorizing agencies:  
The authorizing agencies are responsible for obtaining and maintaining SSIDs.

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### **Adult education and preschool students**

LEAs and charter schools\* are responsible for obtaining SSIDs and maintaining the current enrollment statuses for specified adult education students in CALPADS.

LEAs are also required to obtain SSIDs for specified preschool students.

More information can be found further in this chapter in the sections entitled:

- *Obtaining and Maintaining SSIDs for Students Enrolled in Adult Education Centers/Schools;* and
- *Obtaining and Maintaining SSIDs for Preschool Students*

\*This includes:

- Independently-reporting charter schools.
  - Authorizing agencies for charter schools that report through given agencies
- 

### **Students enrolled in summer or intersession terms**

LEAs are not allowed to obtain nor maintain SSIDs in CALPADS for students enrolled in summer or intersession terms.

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## 1.1. Educational Agencies' Responsibilities Regarding SSIDs, Continued

**Responsibilities of various entities** The table below should provide some clarification regarding which educational service institutions are and are not required to:

- Obtain SSIDs.
- Maintain student enrollment in CALPADS.

Educational Service Institution Type	Responsibility
Elementary School Districts, High School Districts, and Unified School Districts	<p>All school districts are responsible for:</p> <ul style="list-style-type: none"> <li>• Obtaining SSIDs.</li> <li>• Maintaining (in CALPADS) the current enrollment statuses of all K–12 public students enrolled in the given districts.</li> </ul> <p>For special education students, refer to Appendices A and B in this document.</p>
County Office of Education (COE)	<p>All COEs are responsible for working with all of the schools administered by those COEs, to ensure that:</p> <ul style="list-style-type: none"> <li>• Every student has an SSID.</li> <li>• Every student's current enrollment status is maintained in CALPADS.</li> </ul> <p>Schools include (but are not limited to) community day, juvenile/court schools, opportunity, and continuation schools.</p> <p>For special education and adult education center students, refer to Appendices A and B in this document.</p>
Direct-funded and Locally-funded Charter Schools	<p>Responsibility for obtaining and maintaining SSIDs is not based on how a charter school is funded; rather, it depends on whether a charter school is submitting data <i>independently</i> or <i>through an authorizing agency</i>.</p> <ul style="list-style-type: none"> <li>• Independently-reporting charter schools are responsible for obtaining and maintaining SSIDs.</li> <li>• Authorizing agencies are responsible for obtaining and maintaining SSIDs for charter schools that have elected to report through those authorizing agencies.</li> </ul>
State Board of Education (SBE) Charter Schools	<p>SBE charter schools are responsible for:</p> <ul style="list-style-type: none"> <li>• Obtaining SSIDs.</li> <li>• Maintaining (in CALPADS) the current enrollment statuses of their students.</li> </ul>

## 1.1. Educational Agencies' Responsibilities Regarding SSIDs, Continued

### Responsibilities of various entities, Continued

Educational Service Institution Type	Responsibility
Statewide Benefit Charter (SBC) Schools	SBC schools are responsible for: <ul style="list-style-type: none"> <li>• Obtaining SSIDs.</li> <li>• Maintaining (in CALPADS) the current enrollment statuses of their students.</li> </ul>
State Special Schools	State special schools are responsible for: <ul style="list-style-type: none"> <li>• Obtaining SSIDs.</li> <li>• Maintaining (in CALPADS) the current enrollment statuses of their students.</li> </ul>
Division of Juvenile Justice	The Department of Corrections, Division of Juvenile Justice (formerly known as the California Youth Authority and as the California Education Authority), is responsible for: <ul style="list-style-type: none"> <li>• Obtaining SSIDs.</li> <li>• Maintaining (in CALPADS) the current enrollment statuses of their students.</li> </ul>
Adult Education Centers/Schools	Adult Education Centers may (but are <b>not</b> required to) obtain and maintain SSIDs for primarily enrolled students who are in high school diploma programs or General Educational Development (GED) programs.  For more information, refer to the section (in this chapter) entitled <i>Obtaining and Maintaining SSIDs for Students Enrolled in Adult Education Centers/Schools</i> .
Preschools or Child Development Programs	LEAs are required to obtain SSIDs for special education preschool students reported through the California Special Education Management Information System (CASEMIS). LEAs may also request and obtain SSIDs for non-special education preschool students.  For special education preschool students, refer to Appendices A and B in this document.
Regional Occupation Centers and Programs (ROC/Ps)	Regional Occupation Centers and Programs (ROC/Ps) may not obtain SSIDs from CALPADS.  The K–12 school district in which a given student is <i>primarily enrolled</i> is responsible for obtaining the SSID for a student who is taking courses through an ROC/P.

## 1.1. Educational Agencies' Responsibilities Regarding SSIDs, Continued

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### Responsibilities of various entities, Continued

Educational Service Institution Type	Responsibility
Department of Developmental Services (DDS)	The Department of Developmental Services is <b>prohibited</b> from obtaining SSIDs and is prohibited from maintaining their students' enrollment in CALPADS.
Department of Health Services (DHS)	The Department of Health Services is <b>prohibited</b> from obtaining SSIDs and is prohibited from maintaining their students' enrollment in CALPADS.
Private Schools Receiving Title 1 Part A services	Private Schools receiving Title 1 Part A services are <b>prohibited</b> from obtaining SSIDs and are prohibited from maintaining their students' enrollment in CALPADS.

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## 1.2 Statewide Student Identifier (SSID) Assignment

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### **One student per SSID**

Each unique Statewide Student Identifier (SSID) shall be assigned to only one student in the California Longitudinal Pupil Achievement Data System (CALPADS). The following rules apply:

- No two students may possess the same SSID.
  - No single student shall possess more than one SSID.
  - Once an SSID is retired by CALPADS, it will not be reassigned and cannot be reused.
- 

### **LEA responsibility**

Because an SSID should be unique to a single student, local educational agencies (LEAs) should not:

- Assign the same SSID to multiple students.
  - Assign multiple SSIDs to any single student.
- 

### **In the event of duplicate SSIDs...**

In the event that an SSID has been assigned to more than one student, or in the event that multiple SSIDs have been assigned to a single student, an anomaly will be generated in CALPADS. The anomaly will show up in an anomaly report.

It is the responsibility of LEAs to resolve SSID anomalies. In other words, it is the responsibility of LEAs to resolve instances in which one SSID has been assigned to more than one student, or in the event that multiple SSIDs have been assigned to a single student.

A multiple identifier (MID) anomaly occurs in CALPADS when an LEA requests a new SSID for a student who already has an SSID. See Chapter 4, Anomalies, in this document for more details.

(See directly below for the location of anomaly reports in CALPADS.)

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### **Where to find anomaly reports in CALPADS**

CALPADS users can access anomaly reports in the CALPADS system by going to the “navigation bar” at the top of the CALPADS Web page (users must be logged in) and navigating through the following headings via the drop-down menus:

SSID > Enrollment > Anomaly Reports

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## 1.3 Obtaining and Maintaining SSIDs for Students Enrolled in Adult Education Centers/Schools

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### Guidance for LEAs

Local educational agencies (LEAs) operating Adult Education Centers or schools **may** (but **are not required** to) obtain and maintain Statewide Student Identifiers (SSIDs) for their adult students who are pursuing high school diplomas or other high school diploma equivalencies.

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### Business rules for LEAs who choose to obtain and maintain SSIDs for students pursuing diplomas or equivalents

Should an LEA operating an Adult Education Center choose to obtain and maintain SSIDs for students who are working toward high school diplomas or GEDs, the following business rules apply in CALPADS:

- **For students who are enrolled in GED or high school diploma programs...**
    - The LEA should submit the Student Enrollment (SENR) records using:
      - An *Enrollment Status Code (Field 1.24)* of 10 (*Primary*).
      - The school code of the Adult Education Center in the *School of Attendance (Field 1.05)*.
      - A *Grade Level Code (Field 1.25)* of AD (*Adult*).
    - When students complete their programs, the LEA should submit the SENR records using the appropriate *Student Exit Reason Code (Field 1.27)* and/or *Student School Completion Status Code (Field 1.28)*.
-

## 1.4 Obtaining and Maintaining SSIDs for Pre-kindergarten Students

### Requirements for obtaining SSIDs for Pre-kindergarten students

The following table describes the requirements for obtaining SSIDs for pre-kindergarten students:

If the pre-kindergarten student is...	Then obtaining an SSID is...
Receiving special education services (IEP or ISP)	REQUIRED
NOT receiving special education services	OPTIONAL, BUT NOT REQUIRED

### Pre-Kindergarten Student Definition

“Pre-Kindergarten students” means students that are

- “IN” (Infants) – Students zero to 18 months old
- “TD” (Toddlers) – Students 19-35 months old
- “PS” (Pre-kindergarten) – Students 36 months to 5 years old

### Responsibility for Assignment of SSIDs to Pre-Kindergarten Students (infants, toddlers, and preschool)

The following table describes which entity is responsible for the assignment of SSIDs for pre-kindergarten students:

If the student is NOT enrolled in a public school* and is...	Then the responsible entity for SSID assignment is...
Receiving special education services	District of Service
NOT receiving special education services	County Office of Education

\*Note: For pre-kindergarten students who ARE enrolled in a public school, refer to Appendix A in this document to determine which school code to use in the *School of Attendance (Field 1.05)*.

**Additional Responsibilities**

In addition to the initial assignment of SSIDs to prekindergarten students, the responsible entity would be required to do the following:

NOTE: Pre-kindergarten students should not be enrolled and exited solely for the purpose of obtaining an SSID for the student.

Task	Description
Anomaly Resolution	<p>The responsible entity is also responsible for resolving any SSID anomalies that occur for the preschool SSIDs including:</p> <ul style="list-style-type: none"> <li>• Multiple Identifier Anomalies (two different SSIDs are assigned to the same student)</li> <li>• Concurrent Enrollment Anomalies (student is enrolled in two schools in different districts at the same time)</li> </ul>
Maintenance of Enrollment Records	<p>The responsible entity is responsible for the annual maintenance of enrollment records in CALPADS including:</p> <ul style="list-style-type: none"> <li>• Exiting students at the end of each academic year</li> <li>• Students must be exited with an exit code of E450 (PreK-6Exit), with a date on or before June 30</li> <li>• Re-enrolling returning students with a date on or after July 1*</li> </ul> <p>*Enrolling students by July 1 will ensure these students are captured in the Direct Certification process, which identifies students eligible for free meals under the National School Lunch Program</p>

<p>Maintenance of Student Demographic Data</p>	<p>The responsible entity is responsible for the annual maintenance of student demographic information collected on the Student Information File (SINF) such as:</p> <ul style="list-style-type: none"> <li>• Local Student ID</li> <li>• Student Legal First Name, Legal Last Name</li> <li>• Student Birth Date</li> <li>• Student Gender Code</li> <li>• Student Birth Country Code</li> <li>• Race/Ethnicity</li> <li>• Parent Guardian High Education Level Code</li> </ul>
<p>Maintenance of Student Program Data*</p> <p>* While the submission of the program data is optional, the LEA may benefit from increased funding if any students are migrant or homeless</p>	<p>The responsible entity is responsible for the annual submission and maintenance of student program information (if applicable) collected on the Student Program File such as:</p> <ul style="list-style-type: none"> <li>• Special Education (144)</li> <li>• Migrant (135)</li> <li>• Free Meal Program (181)</li> <li>• Reduced-Price Meal Program (182)</li> <li>• Homeless Program (191)</li> </ul>

**Submission of English Language Acquisition Status Data for Pre-Kindergarten Students**

Identification of a student as an English learner (EL) cannot be done until a student is in kindergarten and takes the California English Language Development Test (CELDT); therefore a student’s English language acquisition status should NOT be submitted until the student enters kindergarten.

The English language acquisition status is currently submitted in the Student English Language Acquisition (SELA) file in CALPADS, therefore, the SELA should NOT be submitted for pre-kindergarten students.

**Where Should Pre-kindergarten students be enrolled in CALPADS?**

The following table describes where a pre-kindergarten student should be enrolled in CALPADS:

If the student is.....	Then an enrollment record in CALPADS should be created at...
Enrolled at school within the district	The school within the district. (Reporting LEA = 7-digit county district code and School of Attendance = 7-digit school code)
Not enrolled in a school within the district	The district or county office of education (Reporting LEA = 7-digit county district code and School of Attendance = 7-digit county district code)

**What enrollment status should be used for Pre-kindergarten students?**

An Enrollment Status Code (Field 1.24) of 10 (Primary Enrollment) should be used for pre-kindergarten students. If the student has more than one pre-kindergarten primary enrollment in the district, use an Enrollment Status Code of 20 (Secondary Enrollment) for the second enrollment. There can be only one primary enrollment at a time.

**Do NOT use an Enrollment Status Code of 40 (Receiving Specialized Services Only).**

**What grade level should be used for Pre-kindergarten Students?**

Use the following grade levels for pre-kindergarten students:

- “IN” (Infants) – Students zero to 18 months old
- “TD” (Toddlers) – Students 19-35 months old
- “PS” (Prekindergarten) – Students 36 months to 5 years old

## Chapter 2: Enrollment Types

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**Contents of this chapter**

This chapter contains business rules and requirements associated with various types of enrollment.

This chapter covers the following topics (section numbers are in the left column):

2.1	Primary Enrollment
2.2	Secondary Enrollment
2.3	Short-Term Enrollment (Applies Only to Specific Educational Options Schools)
2.4	Receiving Specialized Services Only Enrollment
2.5	Enrollment Status Combinations

**There are four types of enrollment**

There are four types of enrollment (*Enrollment Status Code [Field 1.24]*):

1. Primary Enrollment  
(Code 10)
2. Secondary Enrollment  
(Code 20)
3. Short-Term Enrollment  
(Code 30)\*
4. Receiving Specialized Services Only Enrollment  
(Code 40)

Each of these types of enrollment is discussed in detail in this chapter.

In addition, the following topic is covered in this chapter:

- Enrollment Status Combinations  
(which ones are allowable, and which ones are not)

\*Short-term enrollments that exceed 30 days are considered “Primary Enrollments” for purposes of concurrent enrollment processing.

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## 2.1 Primary Enrollment

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### Definition of primary enrollment

Primary enrollment of a student is defined as follows:

- A student's name appears on a register, roll, or list at a given educational service institution (ESI), *and*
- The student is attending, was attending, or is expected to attend the ESI during the time period specified by the *Enrollment Start Date (Field 1.23)* and the *Enrollment Exit Date (Field 1.26)*.
  - For a student placed in a non-public non-sectarian school (NPS), the student is considered enrolled in the ESI that has primary responsibility for the student's Individualized Education Program (IEP), which is usually the District of Special Education Accountability.

NOTE: The ESI has primary responsibility for the student's instruction during the specified time period.

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### Important things to note

Here are some important things to note regarding primary enrollment:

- A student shall have only one active primary enrollment at any given time in the California Longitudinal Pupil Achievement Data System (CALPADS).
  - The ESI that has primary responsibility for the student's instruction is considered the student's primary School of Attendance. Although a student may attend more than one ESI concurrently, thus receiving some instruction at one ESI and additional instruction at one or more other ESIs, only one of those ESIs may be considered the student's primary School of Attendance.
  - The term "primary enrollment" in this document generally refers to students whose *Enrollment Status Code (Field 1.24)* is *10 (Primary)*. It also includes students whose *Enrollment Status Code (Field 1.24)* is *30 (Short Term)* if the Short-Term enrollment period has exceeded 30 days (this applies to concurrent enrollment [CCE] processing **only**).
  - A student may have an *Enrollment Status Code (Field 1.24)* of *10 (Primary Enrollment)* and another type of enrollment status. Refer to the *Enrollment Status Combinations* section in Chapter 2, *Enrollment Types*, in this document.
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## 2.1 Primary Enrollment, Continued

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### Business rules for primary enrollments

The following business rules apply in CALPADS for primary enrollments:

- **Intra-LEA primary enrollments**

CALPADS **will not** accept a primary enrollment record from an LEA for:

- A student who already has a primary enrollment in another school within the *same* LEA, where the two enrollment periods overlap by one or more days.

- **Inter-LEA primary enrollments**

CALPADS **will** accept a primary enrollment from an LEA for:

- A student who already has a primary enrollment in another school within a *different* LEA, even when the two enrollment periods overlap by one or more days.
  - ▶ This overlapping enrollment is considered a concurrent enrollment (CCE) anomaly. Refer to *Enrolling and Exiting Students and Concurrent Enrollment Anomalies* in this document.

- **Student Information (SINF) Ownership**

An LEA is permitted to submit or update a student's Student Information (SINF) record **only** from the date the student's primary enrollment started at the LEA up until the date the student's primary enrollment starts at a subsequent LEA.

- **Student Program (SPRG) Ownership**

An LEA may submit or update a student's Student Program (SPRG) record only if a Student Enrollment (SENR) record exists for the *School of Attendance (Field 1.05)* submitted in the SPRG record.

- SPRG records for programs for which student *participation* is collected (Title I targeted, Title I Part A Neglected, Pregnant or Parenting, Transitional Kindergarten, 504 Accommodation Plan, Opportunity Program, California Partnership Academy) must show the student's period of program participation occurring within the dates of the student's enrollment period at the school.
  - SPRG records for programs for which student *eligibility* is collected (Free Meal Program, Reduced-Price Meal Program, Gifted and Talented Education, Migrant Education, Special Education, Homeless) must have an *Education Program Membership Start Date (Field 3.15)* that is earlier than or the same as the *Enrollment Exit Date (Field 1.26)*.
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## 2.2 Secondary Enrollment

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**Definition of secondary enrollment**

Secondary enrollment of a student is defined as follows:

- A student is receiving instruction at an LEA that is supplementary to the student's primary instruction at a different LEA, and
  - The student has an existing, overlapping primary enrollment.
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**Important note**

A student may have secondary enrollments in one or more schools at any given time in the California Longitudinal Pupil Achievement Data System (CALPADS).

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## 2.2 Secondary Enrollment, Continued

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### Business rules for secondary enrollments

The following business rules apply in CALPADS for secondary enrollments (*Enrollment Status Code [Field 1.24] of 20 [Secondary Enrollment]*):

- CALPADS will accept one or more secondary enrollments for a given student. A student with a secondary enrollment should also have an open primary enrollment.
    - CALPADS, however, **will accept** a secondary enrollment for a student without an open primary enrollment.
  - An overlapping primary and secondary enrollment **will not cause** a concurrent enrollment (CCE) anomaly error within CALPADS.
  - When an LEA exits a student with a secondary enrollment using a *Student Exit Reason Code (Field 1.27)*, the code *E170 (SecEnrExit)* must be used.
  - **Student Information (SINF) Ownership**  
An LEA may only submit or update a Student Information (SINF) record for a student with a secondary enrollment when there is not a primary enrollment for that student that overlaps with the secondary enrollment for one or more days.
  - **Student Program (SPRG) Ownership**  
An LEA may submit or update Student Program (SPRG) records for secondary enrollments only if a Student Enrollment (SENR) record with a status of *Secondary (20)* exists for the *School of Attendance (Field 1.05)* submitted in the SPRG record.
    - SPRG records for programs for which student *participation* is collected (Title I targeted, Title I Part A Neglected, Pregnant or Parenting, Transitional Kindergarten, 504 Accommodation Plan, Opportunity Program, California Partnership Academy) must show the student's period of program participation occurring within the dates of the student's enrollment period at the school.
    - SPRG records for programs for which student *eligibility* is collected (Free Meal Program, Reduced-Price Meal Program, Gifted and Talented Education, Migrant Education, Special Education, Homeless) must have an *Education Program Membership Start Date (Field 3.15)* that is earlier than or the same as the *Enrollment Exit Date (Field 1.26)*.
  - If two or more concurrent secondary enrollments exist with no overlapping primary enrollment(s), then the LEAs with the secondary enrollments **may all submit or update the** SINF records during the entire period of the secondary enrollments.
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## 2.3 Short-Term Enrollment (Applies Only to Specific Educational Options Schools)

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### Definition of short-term enrollment

IMPORTANT NOTE: Short-term enrollment applies **only** to specific Educational Options Schools\* (see the list of applicable Educational Options Schools below). The Educational Options School Categories are maintained in the County-District-School (CDS) database. Only these Educational Options Schools or their local educational agencies (LEAs) can report short-term enrollment.

Short-term enrollment of a student is defined as follows:

- A student has an enrollment in an Educational Options School,\* **and**
- The enrollment is 30 days or less, **and**
- The student has an overlapping primary enrollment.

When an Educational Options School\* expects a student to stay for 30 days or less, that Educational Options School or its LEA shall report the student as a short-term enrollment to the California Longitudinal Pupil Achievement Data System (CALPADS).

\*The Educational Options Schools that are currently allowed to report short-term enrollment are:

- Juvenile Court Schools
  - Division of Juvenile Justice
  - Community Day Schools
  - County Community Schools
  - Continuation Schools
  - Home and Hospital Schools
  - Opportunity Schools
- 

### More details regarding short-term enrollment

Here are some more details regarding short-term enrollment:

Educational Options Schools or their LEAs report data to CALPADS on enrolled students. If a student is expected to be enrolled for 30 days or less **and** the student has an active primary enrollment in another school, the student shall be reported as a short-term enrollment.

If the Educational Options School reports the enrollment as short-term, a concurrent enrollment (CCE) anomaly will not be generated by CALPADS as long as the enrollment period does not exceed 30 days.

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## 2.3 Short-Term Enrollment (Applies Only to Specific Educational Options Schools), Continued

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### **Business rules for short-term enrollment**

The following business rules apply in CALPADS for short-term enrollment:

- **Only** the specified Educational Options Schools (see *Definition of short-term enrollment* earlier in this section) may submit an *Enrollment Status Code (Field 1.24)* of 30 (*Short-term Enrollment*). All other LEAs will receive a fatal error in CALPADS.
- A student's short-term enrollment period should exist within the time frame of his/her primary enrollment period at another school. If no such primary enrollment exists, then the enrollment will trigger a warning in CALPADS.
- The Educational Options School should submit an enrollment record to CALPADS with an *Enrollment Status Code (Field 1.24)* of 30 (*Short-term Enrollment*) and should submit it no later than 14 calendar days after the student's first day of attendance.
- The school in which the student is primarily enrolled can choose to either:
  - a. Keep the student enrolled in both the school and classes assigned, and mark the student as absent in the SIS; **or**
  - b. Exit the student using the student's last day of attendance as the *Enrollment Exit Date (Field 1.26)*.
    - If the school in which the student is primarily enrolled keeps the student enrolled, CALPADS allows the concurrent short-term and primary enrollments to exist between the Educational Options School and the other K–12 school for 30 days, and CALPADS does not report a concurrent enrollment (CCE) for either school during this time. During these 30 days, the Educational Options School cannot submit or update Student Information (SINF) records.
    - If the school in which the student is primarily enrolled exits the student, CALPADS allows the short-term enrollment in the Educational Options School to exist without a concurrent primary enrollment.
- **Student Information (SINF) Ownership**

When a short-term enrollment does not overlap with a primary enrollment for the same student, the Educational Options School may submit or update the Student Information (SINF) record from the Enrollment Start Date of the short-term enrollment up until one day prior to the Enrollment Start Date of the student's subsequent primary enrollment.

(These business rules continue on the next page)

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## 2.3 Short-Term Enrollment (Applies Only to Specific Educational Options Schools), Continued

### Business rules for short-term enrollment, Continued

(Continued from the previous page.)

- **Student Program (SPRG) Ownership**

An LEA may submit or update Student Program (SPRG) records for short-term enrollments only if a Student Enrollment (SENR) record with a status of *Short-term (30)* exists for the *School of Attendance (Field 1.05)* submitted in the SPRG record.

- SPRG records for programs for which student *participation* is collected (Title I targeted, Title I Part A Neglected, Pregnant or Parenting, Transitional Kindergarten, 504 Accommodation Plan, Opportunity Program, California Partnership Academy) must show the student's period of program participation occurring within the dates of the student's enrollment period at the school.
- SPRG records for programs for which student *eligibility* is collected (Free Meal Program, Reduced-Price Meal Program, Gifted and Talented Education, Migrant Education, Special Education, Homeless) must have an *Education Program Membership Start Date (Field 3.15)* that is earlier than or the same as the *Enrollment Exit Date (Field 1.26)*.

NOTE: If an enrollment that has been designated as short-term exceeds 30 days, the LEA should apply the business rules outlined directly below (in the sub-section labeled *Business rules for short-term enrollment that become primary enrollment*).

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### Business rules for short-term enrollment that becomes primary enrollment

The following business rules apply in CALPADS for short-term enrollments that were expected to be 30 days or less, but extended beyond the 30<sup>th</sup> day:

- Short-term enrollments that exceed 30 days will be treated as primary enrollments for the purposes of concurrent enrollment (CCE) anomaly processing.
- A short-term enrollment in an Educational Options school that was expected to be 30 days or less, but then exceeds 30 days, should be updated to reflect an *Enrollment Status Code (Field 1.24)* of *Primary (10)*.
  - This is not required, but it is recommended, because:
    - LEAs that have enrollments with *short-term enrollment statuses that are concurrent with primary enrollments* will not gain ownership of the Student Information (SINF) records unless the statuses are changed to primary, even if the enrollments exceed 30 days.

(These business rules continue on the next page)

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## 2.3 Short-Term Enrollment (Applies Only to Specific Educational Options Schools), Continued

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**Business rules for short-term enrollment that becomes primary enrollment,**  
Continued

(Continued from the previous page.)

- CALPADS will identify the existence of a concurrent enrollment (CCE) anomaly if the following **two** things occur:
    1. A short-term enrollment has exceeded 30 days, **and**
    2. The LEA that has the primary enrollment has **not** exited the student with an *Enrollment Exit Date (Field 1.26)* that is at least one day prior to the *Enrollment Start Date (Field 1.23)* for the short-term enrollment.
      - The CCE anomaly will appear on the CCE reports of the Educational Options School **and** the LEA in which the student is primarily enrolled.
      - The LEA with the primary enrollment (*Enrollment Status Code = 10*) should exit the student with a *Student Exit Reason Code (Field 1.27)* of *T160 – Voluntary Transfer (TransCASchlRegular)*, *T165 – Involuntary Transfer (TransSpecDiscRsnsOrJudg)*, **or** *T167 (TransAltSchlPrgm)* to a California public school, as appropriate, using a withdrawal date of the last day of attendance at the school.
  - After 14 days, if the LEA in which the student was primarily enrolled does not exit the student, the CCE will remain for that LEA and will count as a CCE within the 2 percent of anomalies that are allowed at the time of certification.
    - The CCE anomaly will no longer count against the Educational Options School. (See *Enrolling and Exiting Students and Concurrent Enrollment Anomalies* in this document).
    - The Educational Options School will be able to submit or update Student Information (SINF) records from the date the student was first enrolled in the school.
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## 2.3 Short-Term Enrollment (Applies Only to Specific Educational Options Schools), Continued

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### **Business rules for exiting a student in an Educational Options School**

The following business rules apply in CALPADS with respect to exiting a student from an Educational Options School (these rules apply only to the specified Educational Options Schools that are allowed to report short-term enrollment; these schools are delineated in a bulleted list at the very beginning of this section, in the sub-section labeled *Definition of short-term enrollment*):

- The Educational Options School updates CALPADS with:
    - The appropriate *Student Exit Reason Code (Field 1.27)* **and**
    - The *Expected Receiver School of Attendance (Field 1.29)*.
      - The *Expected Receiver School of Attendance* should be the 7-digit school code of the receiving school to which the given Educational Options School expects the student to return.
  - Failure to populate the *Expected Receiver School of Attendance* will result in a warning (SENR 0030) in CALPADS.
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## 2.4 Receiving Specialized Services Only Enrollment

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### Definition of receiving specialized services only enrollment

*Receiving specialized services only* enrollment is defined as follows:

- A student does **not** have an open primary enrollment, **and**
- The student is enrolled for a specific purpose such as to receive California High School Exit Exam (CAHSEE)\* Intensive Instruction or Special Education services only, **and**
- The student’s enrollment does **not** generate average daily attendance (ADA) funding.

### Further description

*Receiving specialized services only* enrollment applies to:

- Students who have passed all state and local graduation requirements, but who have failed the CAHSEE\*, and who remain at or return to the LEA to take “CAHSEE Intensive Instruction.”\*
- Adult students returning to a K–12 LEA to take the CAHSEE\*.
- This enrollment status should **not** be used for preschool students or special education students who have received high school diplomas and are enrolled only for transitional services.

\*Senate Bill (SB) 172 suspended the administration of the CAHSEE. Therefore, passing the CAHSEE is no longer a requirement for receiving a high school diploma for the 2015-16, 2016-17, and 2017-18 school years. Additionally, for more information on graduation requirements related to CAHSEE at the time data were reported, refer to the CALPADS Data Guide, Section 2.1.5 (Waivers).

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### Who can use Enrollment Status Code “40”?

The *Enrollment Status Code (Field 1.24)* of 40 (*Receiving Specialized Services Only*) can only be used for students participating in CAHSEE Intensive Instruction. NOTE: In 2015–2016, *Education Program Code (Field 3.13)* CAHSEE Intensive Instruction (180) was retired due to Senate Bill (SB) 172 suspending the administration of the CAHSEE. Enrollment Status Code “40” should continue to only be used for students who had participated in a CAHSEE intensive Instruction prior to 2015-2016.

This enrollment status should **not** be used for preschool students or special education students who **have** received high school diplomas and are enrolled only for transitional services.

---

### Reporting to CALPADS

Local educational agencies (LEAs) shall report the following to CALPADS:

- Students who are receiving specialized services only **and** for whom the LEAs are **not** collecting average daily attendance funding (i.e., students who are not enrolled in district courses counted for the purpose of average daily attendance).

NOTE: Special education students who have **not** received high school diplomas and are enrolled for transitional services should not be included in this group. Such students should be reported using an *Enrollment Status Code (Field 1.24)* of 10 (*Primary Enrollment*).

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## 2.4 Receiving Specialized Services Only Enrollment, Continued

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### **Business rules for receiving specialized services only enrollment**

The following business rules apply in CALPADS for *receiving specialized services only* enrollment:

- For students receiving only specialized services from an LEA, the LEA shall submit those enrollments with an *Enrollment Status Code (Field 1.24)* of 40 (*Receiving Specialized Services Only*) to CALPADS.
- CALPADS will **not** accept an *Enrollment Status Code (Field 1.24)* of 40 (*Receiving Specialized Services Only*) for a student when the enrollment overlaps with an open or closed primary enrollment in a California LEA.
- **Student Information (SINF) Ownership**  
LEAs may **not** submit or update Student Information (SINF) records for *Receiving Specialized Services Only (40)* enrollments.
- **Student Program (SPRG) Ownership**  
LEAs may submit or update Student Program (SPRG) records for specialized-services-only enrollments if a Student Enrollment (SENR) record with a status of *Receiving Specialized Services Only (40)* exists for the *School of Attendance (Field 1.05)* submitted in the SPRG record.
  - SPRG records for programs for which we collect student “participation” (Title I targeted, Title I Part A Neglected, Pregnant or Parenting, Transitional Kindergarten, 504 Accommodation Plan, Opportunity Program, California Partnership Academy) must show the student’s period of program participation occurring within the dates of the student’s enrollment period at the school.
  - SPRG records for programs for which we collect student “eligibility” (Free Meal Program, Reduced-Price Meal Program, Gifted and Talented Education, Migrant Education, Special Education, Homeless) must have an Education Program Membership Start Date (Field 3.15) that is earlier than or the same as the Enrollment Exit Date (Field 1.26).

NOTE: In 2012–2013, LEAs were given flexibility with funding previously allocated for CAHSEE-intensive instruction. In 2015–2016, *Education Program Code (Field 3.13)* *CAHSEE Intensive Instruction (180)* was retired.

## 2.5 Enrollment Status Combinations

### Allowable enrollment status combinations

Students having overlapping enrollments in two or more schools may have more than one enrollment status in CALPADS if those statuses fall under one of the allowable *Enrollment Status Code (Field 1.24)* combinations as described below.

#### Allowable Enrollment Status Code (Field 1.24) Combinations:

Allowable Combinations		Notes
Primary (10)	+ Secondary (multiple) (20)	
Primary (10)	+ Short-Term (30) for 30 days or less	
No primary	+ Secondary (multiple) (20)	
No primary	+ Short-term (30) for 30 days or less	Allowed with warning
No primary	+ Receiving Specialized Services Only (40)	Should only be used for students who had participated in a CAHSEE Intensive Instruction prior to 2015-2016.

#### Allowable Enrollment Status Code Combinations that Create a Concurrent Enrollment (CCE):

Allowable Combinations that Create a Concurrent Enrollment (CCE)		Notes
Primary (10)	+ Primary (different LEA) (10)	Both LEAs receive a CCE for 14 days; only the LEA with the earlier Enrollment Start Date receives a CCE after 14 days.
Primary (10)	+ Short-Term (30) greater than 30 days	Both LEAs receive a CCE for 14 days; only the LEA with the earlier Enrollment Start Date receives a CCE after 14 days.

#### Non-Allowable Enrollment Status Combinations:

Non-Allowable Combinations		Notes
Primary (10)	+ Primary (same LEA) (10)	Fatal error
Primary (10)	+ Receiving Specialized Services Only (40)	Fatal error

## 2.5 Enrollment Status Combinations, Continued

### Business rules for enrollment status

The following business rules apply in CALPADS for enrollment status:

- **Intra-LEA primary enrollments (*Enrollment Status Code 10 [Field 1.24]*)**

A new primary enrollment (including short term > 30 days, excluding N470 exits) is **not** accepted by CALPADS if it overlaps a primary enrollment for the same student within the same LEA.

- **Secondary enrollments (*Enrollment Status Code 20 [Field 1.24]*)**

A student with a secondary enrollment should also have an open primary enrollment that exists earlier than or on the same date as the *Enrollment Start Date (Field 1.23)*. CALPADS, however, will accept a secondary enrollment for a student with no open primary enrollment. (See *Secondary Enrollment* in this document).

- **Short-term enrollments (*Enrollment Status Code 30 [Field 1.24]*)**

A student with a short-term enrollment should have the short-term enrollment period occurring within the same time frame as a primary enrollment period at another school. However, CALPADS will accept, with a warning, a short-term enrollment for a student without this primary enrollment.

An overlapping primary and short-term enrollment may exist in CALPADS for 30 days without causing a CCE. After 30 days, the short-term enrollment will be treated like a primary enrollment, and a CCE will be generated for both LEAs.

Unless the CCE is resolved, after 14 days the sending LEA (the LEA with the earlier *Enrollment Start Date [Field 1.23]*) will continue to receive a CCE and the receiving LEA will not. (See the section in this chapter entitled *Short-Term Enrollment [Applies Only to Specific Educational Options Schools]*.)

- **Receiving Specialized Services Only enrollment (*Enrollment Status Code 40 [Field 1.24]*)**

A “Receiving Specialized Services Only” enrollment is allowed for a student who is enrolled solely for the purpose of receiving specialized education program services (CAHSEE Intensive Instruction only) and who does **not** generate ADA funding.

An *Enrollment Status Code (Field 1.24)* of 40 (*Receiving Specialized Services Only*) is **not** accepted by CALPADS for a student who has an open primary enrollment. (See *Receiving Specialized Services Only Enrollment* in this document).

NOTE: In 2015–2016, *Education Program Code (Field 3.13) CAHSEE Intensive Instruction (180)* was retired due to Senate Bill (SB) 172 suspending the administration of the CAHSEE. Enrollment Status Code “40” should continue to only be used for students who had participated in a CAHSEE Intensive Instruction prior to 2015-2016.

## Chapter 3: Enrolling and Exiting Students

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### Contents of this chapter

This chapter contains information about enrolling and exiting students in the California Longitudinal Pupil Achievement Data System (CALPADS).

This chapter covers the following topics (section numbers are in the left column):

3.1	General Rules About Enrollments and Exits
3.2	Pre-Enrollment
3.3	Exiting and Re-Enrolling Students Who Have Completion Statuses
3.4	Exiting Same School No-Shows
3.5	Exiting Students Upon School Closure
3.6	Exiting Special Education Students
3.7	Exiting Suspended and Truant Students

### Reporting enrollments and exits in CALPADS

All California public LEAs are responsible for reporting student enrollments and exits to CALPADS in order to maintain up-to-date student information in the system.

#### Why should the information in CALPADS be up-to-date?

LEAs must provide up-to-date enrollment and exit information to CALPADS in order to ensure the following:

- There is an accounting of all students.
  - There are accurate counts of dropouts and graduates.
  - Current information on transferring students is available to LEAs, thus ensuring facilitation of appropriate placement and services.
  - Students are registered in the California Assessment of Student Performance and Progress (CAASPP).
  - There is availability of high-quality data for local use and state and federal reporting.
-

### 3.1 General Rules about Enrollments and Exits

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**Enrollment and exit dates should be updated as the events occur**

**Enrollment**

An LEA should update CALPADS with a student's school enrollment by the student's first expected day of attendance, or as soon after as possible. This becomes particularly important when the LEA is conducting CAASPP testing because students will not be able to test unless they have an enrollment in CALPADS.

**Exit**

An LEA should update CALPADS with a student's exit date as soon as possible after the exit, but no later than 14 calendar days after the district exits the student in its local administrative system.

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**Rule about ADA**

CALPADS enrollment dates are not used to verify average daily attendance (ADA). However, note that ADA cannot legally be claimed in two schools on the same day for the same student.

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**Rule about SSIDs**

An LEA should not obtain nor maintain student SSIDs in CALPADS for summer school or intersession enrollment.

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**Business rules for enrolling students**

The following business rules apply in CALPADS with respect to enrolling students:

- An LEA is required to submit an SSID enrollment record updating CALPADS with a new enrollment for any student newly enrolled in a school within the LEA.
    - For the *Enrollment Start Date (Field 1.23)*, the LEA should use the first day the student is expected to attend the school.
  - Although this is discouraged: An LEA may pre-enroll students in CALPADS (for more information about this rule, see the *Pre-Enrollment* section in this document).
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## 3.1 General Rules about Enrollments and Exits, Continued

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### Business rules for exiting students

The following business rules apply in CALPADS with respect to exiting students:

- An LEA is required to submit an SSID enrollment record updating CALPADS with the exit for any student exiting a school within the LEA.
  - When updating CALPADS with a *Student Exit Reason Code (Field 1.27)*, the LEA must also enter a date in the *Enrollment Exit Date (Field 1.26)*. The date here should be the last day the student attended the school (this date should be the last day that the student's attendance was reflected in the average daily attendance [ADA] for the school).
  - It is extremely important that an LEA enters a correct exit date that is in the correct academic year.

### LEAs are required to exit all students at the end of the school year

LEAs are required to exit all students at the end of the school year with the appropriate exit codes. In order to certify Fall 1, LEAs must exit all students from the prior school year; LEAs will receive a fatal certification error for any enrollments open in the prior school year.

### Rules for students who are expected to return to the same school

Students who are expected to return to the same school the following school year should be exited using *Student Exit Reason Code (Field 1.27) E155 (YearEndEnrlmntExitSameSchl)*. The *Enrollment Exit Date (Field 1.26)* for E155 must be between May 15 through August 15.

Notes about Exit Reason Code E155:

- Students exited with an E155 are assumed to be returning to the same school the next school year. Students exited with an E155 are therefore considered “enrolled” for purposes of the Direct Certification process in CALPADS.
- Students exited with an E155 and for whom no subsequent enrollment record are found within the dropout reporting cycle (August 16 to August 15 of the subsequent school year) are counted as a dropout. For more information, refer to the “Student Populations and Program Areas” chapter in the CALPADS Data Guide.

### Rules for mid-year updates to the Student Enrollment Record

When updating a Student Enrollment record (SENR) in CALPADS in the middle of the academic year, an Student Exit Reason Code (Field 1.27) of E150 (*MidYrEnrollmentUpdate*) should be used. This code should only be used when a component of the SENR record is changing (e.g., mid-year grade level change or enrollment status change) **but the student never actually exits a school**. A subsequent enrollment is expected no later than one day after the exit date submitted with the E150 exit.

---

### 3.1 General Rules about Enrollments and Exits, Continued

**Students transferring to and exiting from Educational Options Schools**

The following rules apply to students transferring to and exiting from Educational Options Schools.

**Transferring**

- An LEA using an involuntary transfer *Student Exit Reason Code (Field 1.27)* of T165 (*TransSpecDiscRsnsOrJudg*) should enter, in the *Expected Receiver School of Attendance (Field 1.29)*, the 7-digit school code of the Educational Options School in which the student is expected to enroll.

**Exiting**

- When exiting a student back to a comprehensive school using a *Student Exit Reason Code (Field 1.27)* of T160 (*TransCASchlRegular*), an Educational Options School\* should enter, in the *Expected Receiver School of Attendance (Field 1.29)*, the 7-digit school code of the school to which student is expected to return.

\*This applies to the following Educational Options Schools **only**:

- Juvenile Court Schools
- Division of Juvenile Justice
- Community Day Schools
- County Community Schools
- Continuation Schools
- Opportunity Schools
- Home and Hospital

**Exceptions regarding Field 1.04 (The Reporting LEA) and Field 1.05 (The School of Attendance)**

Students should be enrolled in the *School of Attendance (Field 1.05)* that they attend along with the corresponding LEA in the *Reporting LEA (Field 1.04)*. Exceptions to this rule are as follows:

<b>If a student attends...</b>	<b>Then the Reporting LEA (Field 1.04)...</b>	<b>...And the School of Attendance (Field 1.05)...</b>
<b>An independently-reporting charter school</b>	Should be the 7-digit school (S) code of the independently-reporting charter school,	Should be the same 7-digit school (S) code of the independently-reporting charter school.
<b>A home or hospital program operated by a county office or school district</b>	Should be the 7-digit county-district (CD) code of the county or district,	Should be the same 7-digit county-district (CD) code of the county or district.
<b>Non-public non-sectarian school</b>	Should be the 7-digit county-district (CD) code of the county or district,	Should be "0000001."

## 3.2 Pre-Enrollment

---

**Pre-enrollment is permitted, but discouraged** Local educational agencies (LEAs) are permitted, but discouraged, from “pre-enrolling” students in the California Longitudinal Pupil Achievement Data System (CALPADS). The verbiage below should clarify the reasons for this.

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**The LEA practice of pre-enrollment** Local LEA enrollment practices include “pre-enrolling” students in their student information systems (SIS) many months prior to the first *Enrollment Start Date (Field 1.23)*.

There are many local business reasons for this practice. In recognition of this local enrollment practice, CALPADS allows an LEA to pre-enroll students and allows the LEA to request SSIDs up to six months prior to the student’s expected first day of attendance.

LEAs, however, are strongly discouraged from pre-enrolling students in CALPADS, because doing so will very likely increase the number of “no shows” and concurrent enrollment (CCE) anomalies that the LEAs will have to address.

---

**Suggested “best practice” for LEAs**

Here is a suggested “best practice” for LEAs regarding pre-enrollment:

While LEAs may pre-enroll students in their local student information systems, SSID requests to CALPADS should be delayed until a date closer to the student’s first expected day of attendance.

This “best practice” will reduce the number of “no shows” and concurrent enrollment (CCE) anomalies reported to CALPADS, and it will thereby reduce the LEAs’ work to resolve the anomalies created.

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## 3.2 Pre-Enrollment, Continued

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**If an LEA  
does  
pre-enroll a  
student...**

If an LEA pre-enrolls a student in CALPADS, the *Enrollment Start Date (Field 1.23)* should be the first day the student is expected to attend school. For example:

- For a given “School A,” the last day of school is June 15<sup>th</sup> and the first day of school is September 5<sup>th</sup>.
- If the LEA chooses to exit the student at the end of the year and then re-enroll the student the following year, the *Enrollment Exit Date (Field 1.26)* should be June 15<sup>th</sup>, and the *Enrollment Start Date (Field 1.23)* should be September 5<sup>th</sup> and should include the appropriate grade level.

The LEA should **not** immediately re-enroll the student after exiting the student with an *Enrollment Start Date (Field 1.23)* of June 16<sup>th</sup>. Doing so will cause the new student enrollment record to appear to be in the incorrect school year. In other words, if a 9<sup>th</sup> grade student, for example, is exited on June 15<sup>th</sup> as a 9<sup>th</sup> grader for the 2011–2012 school year, and the student is then re-enrolled as a 10<sup>th</sup> grader on June 16<sup>th</sup> for the 2012–2013 year, this student would appear to be a 10<sup>th</sup> grader in the 2011–2012 year and **not** the 2012–13 year.

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## 3.2 Pre-Enrollment, Continued

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### Business rules for pre-enrollment

The following business rules apply in CALPADS for pre-enrollment:

- An LEA may pre-enroll a student in CALPADS up to 6 months prior to the student's expected first day of attendance (*Enrollment Start Date [Field 1.23]*).
  - A student with any primary enrollment (including a pre-enrollment) in a school cannot have a concurrent primary enrollment in another school in the same LEA (see *Concurrent Enrollment Anomalies* in this document). This means that students cannot pre-enroll in two schools within the same LEA.
  - If a student is pre-enrolled in more than one LEA, a concurrent enrollment (CCE) anomaly will be generated in CALPADS; the anomaly will show up on all of the LEAs' (who have pre-enrolled the student) CCE anomaly reports.
    - However, none of the LEAs will be required to take action until the latest date specified for the *Enrollment Start Date (Field 1.23)* occurs.
  - The 14-calendar-day allowance for a concurrent enrollment anomaly is triggered when the system counts 14 calendar days starting from the CALPADS creation date of the new/receiving enrollment record or *Enrollment Start Date (Field 1.23)* (pre-enrollment situation), whichever is later. (See the relevant section in the *Enrolling and Exiting Students* chapter in this document; also see the *Concurrent Enrollment Anomalies* section in the *Anomalies* chapter of this document.)
  - If it is a given LEA's practice, upon exiting all students at the end of the school year, to immediately re-enroll those students as pre-enrollments, then if a pre-enrolled student does not show up the next school year, that student should be exited using *Student Exit Code N470 (NoShow)*. The LEA must use an exit date in the *Enrollment Exit Date* field (*Field 1.26*) that reflects the last day of the school year, and the date must be between May 15<sup>th</sup> and August 15<sup>th</sup>. Refer to the section entitled *Exiting Same School No-Shows* in this chapter for more information.
  - If an LEA pre-enrolls a new student before the start date of the school year and the student does not show up, that student should be exited using *Student Exit Code N470 (NoShow)*. The LEA must use an exit date in the *Enrollment Exit Date* field (*Field 1.26*) that is on or one day prior to the *Enrollment Start Date (Field 1.23)*.
-

### 3.3 Exiting and Re-Enrolling Students Who Have Completion Statuses

**General rules about exited students who re-enroll**

A student may exit a school with a completion status, and the student may then re-enroll in the same school or another school.

There are a couple of general rules for LEAs regarding re-enrolling exited students who have completion statuses:

1. The students should first be exited appropriately in CALPADS before re-enrollment.
2. Next, the students should be re-enrolled appropriately (i.e., the LEA should use the appropriate *enrollment status codes* in CALPADS).

The table below provides general information regarding:

- The exit of a student with a completion status.
- The re-enrollment of the exited student.

A student may exit a school with...	...and the student may then return to a school to:
<ul style="list-style-type: none"> <li>• A Student Exit Reason Code (Field 1.27) of E230 (CompleterExit) <b>combined with</b></li> <li>• A Student School Completion Status (Field 1.28) of:               <ul style="list-style-type: none"> <li>○ 120 (Special Education certificate of completion)</li> <li>○ 320 (Completed GED – and no standard HS diploma)</li> <li>○ 330 (Passed CHSPE – and no standard HS diploma)</li> <li>○ 360 (Completed grade 12 without completing graduation requirements – not a graduate) or</li> <li>○ 480 (Promoted – matriculated)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Receive a standard high school diploma or specialized services such as special education transitional services.</li> </ul>

### 3.3 Exiting and Re-Enrolling Students Who Have Completion Statuses, Continued

**General rules about exited students who re-enroll,**  
Continued

Inappropriate re-enrollments of students who have completed will trigger “Completer Re-enrolled” Type A Exit Reason Discrepancy (ERD) error in CALPADS. Refer to the section on Exit Reason Discrepancy Anomalies (in the Anomalies chapter of this document) for more information.

The table below provides general information regarding:

- Inappropriate re-enrollments of students.

If a student exits a school with...	... then the student may NOT subsequently be enrolled in that school or any another school
<ul style="list-style-type: none"> <li>• A <i>Student Exit Reason Code (Field 1.27) of E230 (CompleterExit)</i> combined with</li> <li>• A <i>Student School Completion Status (Field 1.28) of:</i> <ul style="list-style-type: none"> <li>○ 100 (<i>Graduated, standard HS diploma</i>)</li> <li>○ 250 (<i>Adult Ed HS diploma</i>)</li> </ul> </li> </ul>	<p>(Note: The LEA subsequently enrolling the student will receive a <i>fatal error</i> when the enrollments are within the same LEA, <b>or</b> a <i>warning</i> if the enrollments are between two different LEAs.)</p>

The business rules that follow in this section discuss appropriate codes in CALPADS that LEAs should use for exit and re-enrollment of students who have completion statuses, based on given scenarios.

### 3.3 Exiting and Re-Enrolling Students Who Have Completion Statuses, Continued

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**Business rules for exiting and re-enrolling students who have completion statuses**

The following business rules, depicted in individual scenarios, apply in CALPADS regarding the appropriate exit and re-enrollment of students who have completion statuses.

**Scenario 1**

A special education student receives a GED or a special education certificate of completion, or the student passes the California High School Proficiency Examination (CHSPE), but continues or returns to attempt to obtain a high school diploma or to receive transition services.

NOTE: Special education students who have received high school diplomas should **not** be re-enrolled in CALPADS.

In this scenario:

- The LEA should exit the student with a *Student Exit Reason Code (Field 1.27)* of *E230 (CompleterExit)* and the appropriate *Student School Completion Status (Field 1.28)*.
  - NOTE: If the student is expected to continue to receive transition services, the student should still be exited and then re-enrolled in order for CALPADS to capture the date that the student actually completed.

The LEA should enroll the student with an *Enrollment Status Code (Field 1.24)* of *10 (Primary)*; and when the student exits, the LEA should use the appropriate Student Exit Reason Code and/or Student School Completion Status.

(Scenarios continue on the following page.)

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### 3.3 Exiting and Re-Enrolling Students Who Have Completion Statuses, Continued

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**Business rules for exiting and re-enrolling students who have completion statuses,**  
Continued

#### **Scenario 2**

A student receives a GED or a standard High School diploma, or the student passes the CHSPE, while incarcerated.

In this scenario:

- The LEA should exit the student with a *Student Exit Reason Code (Field 1.27)* of *E230 (CompleterExit)* and an appropriate *Student School Completion Status (Field 1.28)* (e.g. *320 [Completed GED]*, *330 [Passed CHSPE]*, or *100 [Graduated, standard HS diploma]*), using the date the completion occurred.
- The LEA should **not** re-enroll the student in CALPADS, even if the student remains incarcerated after completion.

#### **Scenario 3**

A special education student receives a high school diploma and then returns to receive transition services.

In this scenario:

- The LEA should exit the student with the appropriate Student Exit Reason Code/Student School Completion Status combination:
    - A *Student Exit Reason Code (Field 1.27)* of *E230 (CompleterExit)* and a *Student School Completion Status (Field 1.28)* of *100 (Graduated, standard HS diploma)*;
  - The LEA should **not** re-enroll the student in CALPADS.
-

### 3.4 Exiting No-Shows

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**What is a “no show”?**

A “no-show” is:

- A student who is exited at the end of the school year with an exit code of *E155 (YearEndEnrlmntExitSameSchl)* who is subsequently pre-enrolled because he/she is expected to return to the same school the following school year, and who then fails to “show up” when school resumes the following school year.
  - A student who has never previously attended a given school, and who is pre-enrolled at the school, but who fails to “show up” on the date on which he/she was expected to attend.
- 

**LEAs must exit no-show students appropriately**

Local educational agencies (LEAs) must appropriately exit students who are expected to attend but do not “show up.” This section discusses the appropriate exit codes that LEAs should use in CALPADS, based on given situations.

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**LEAs are required to exit students every year at the end of the academic year**

LEAs are required to exit enrollments for all students every year at the end of the academic year. Students who are expected to return to the same school will need to be exited with Exit Code E155 (YrEndEnrlmntExit). If students do not return to the same school at the beginning of the subsequent academic year, the LEA should not send enrollment records to CALPADS for these students.

If an LEA chooses to send up a pre-enrollment record to CALPADS in anticipation of the student returning the following year and the student fails to show up, the LEA has two options:

1. (*Preferred Option*) Delete the enrollment record if this is not the ONLY enrollment record in CALPADS for this student; or
  2. Exit the enrollment with *Student Exit Reason Code (Field 1.27) N470 (No Show)*. This exit represents a nullification of the pre-enrollment. The Enrollment Exit Date should reflect the same date as the Enrollment Start Date or one day prior.
-

### 3.4 Exiting No-Shows, Continued

**Reporting to CALPADS**

Students who are pre-enrolled at a school, but then who do not show up, should then be exited as follows:

If a student ...	And the student is <i>pre-enrolled</i> , but does not show up, then...	And: The exit date <b>MUST</b> be...
<p><b>...is exited with a <i>Student Exit Reason Code of E155 (YearEndEnrlmntExitSameSchl)</i>,</b></p>	<p>The pre-enrollment should be deleted (preferred method)</p> <p>OR</p> <p>The student should be exited with a <i>Student Exit Reason Code of N470 (NoShow)</i></p>	<p>On, or one day prior to, the Enrollment Start Date</p>
<p><b>...never previously attended a school,</b></p>	<p>The pre-enrollment should be deleted (preferred)</p> <p>OR</p> <p>The student should be exited with a <i>Student Exit Reason Code of N470 (NoShow)</i></p>	<p>On, or one day prior to, the Enrollment Start Date</p>

### 3.5 Exiting Students upon School Closure

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**Students must be exited in CALPADS upon school closure**

LEAs and charter schools are responsible for reporting all student exit data to CALPADS with the appropriate exit codes and exit dates.

When a school closes,\* the closed school—this refers to local educational agencies (LEAs) **and** charter schools—shall update the California Longitudinal Pupil Achievement Data System (CALPADS) with all students' exit information within 60 days of the closure.\*

\*School "closure" includes schools whose students are being merged into one or more active schools.

---

**Business rules that apply for exiting students upon school closure**

The following business rules apply in CALPADS for exiting students upon school closure:

- All schools that close shall exit their actively enrolled students in CALPADS.
  - This will ensure that an appropriate exit code and exit date is given for each student.
- An LEA shall update CALPADS with student exit data (for a closed school) within 60 days of the school closure.
  - The exit date to be used for each student is the last date that the student attended the school, which must be on or prior to the school's closure date.

**If an independently-reporting charter school closes and does not exit its enrolled students:**

- The chartering authority (the authorizing agency for the charter school) should request access to these records.
  - The chartering authority should then submit a completed LEA CALPADS Administrator Application form to the CALPADS Operations Office.
  - Upon receiving a completed LEA CALPADS Administrator Application form, the CALPADS Operations Office will issue a temporary CALPADS LEA administrator access account that will allow the chartering authority to exit any open student enrollments.

(This list continues on the following page.)

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## 3.5 Exiting Students upon School Closure, Continued

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**Business rules that apply for exiting students upon school closure,**  
Continued

This list is continued from the previous page.

- Once the chartering authority receives (and has access to) the CALPADS LEA Administrator account, the chartering authority has **two** options:
  1. The chartering authority may request that representatives of the closed charter school assist in the exiting of active enrollments in CALPADS.
    - To do this, the chartering authority will create a school-level account allowing the charter school representatives to exit the active enrollments.
    - The chartering authority will instruct the school to:
      - ▶ Select an exit date that is on or before the date of the school closure, and
      - ▶ Enter the appropriate *Student Exit Reason Code (Field 1.27)* and/or *Student School Completion Status (Field 1.28)*.
  2. If it is not possible for the chartering authority to obtain the assistance of any representatives from the closed charter school, the CALPADS LEA Administrator of the chartering authority should:
    - Exit the students with an exit date on or before the date of the school closure, using the appropriate code from the following *Student Exit Reason Codes (Field 1.27)*:

**For pre-kindergarten through 6<sup>th</sup> grade exits**

- ▶ *E450 – Pre-K thru 6<sup>th</sup> grade exit (PreK-6Exit)*

**For grades 7-12**

- ▶ *T160 – Transfer to another California public school, including transfers to a non-sectarian, non-public certified (NPS) school (TransCASchlRegular)*

NOTE: Any students who are not shown to have subsequently enrolled in another California public school in CALPADS will be counted as “lost transfer” dropouts, and those dropout counts will be attributed to (i.e., associated with) the authorizing district.

- ▶ *E400 – Other reason unknown (OtherOrUnknown)*

NOTE: Using this exit code will result in dropouts being attributed to (i.e., associated with) the authorizing district; however, if any of the students are shown to have subsequently enrolled in another California public school in CALPADS, the California Department of Education (CDE) will adjust the dropout count for the authorizing district to reflect the “re-enrolled dropouts.”

### 3.5 Exiting Students upon School Closure, Continued

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**Certifying data for closed schools**

An LEA or independently-reporting charter school is expected to certify exit data for any school that is closed within the reporting period. This responsibility includes resolving any data anomalies.

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**Failure to exit enrolled students from a closed school**

If an LEA or independently-reporting charter school fails to exit enrollments from a closed school, a CDE staff member will exit the enrollments with a *Student Exit Reason Code of E400 (OtherNoKnownEnroll)*, which is a dropout exit code.

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### 3.6 Exiting Special Education Students

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**Exiting a 22-year-old who has not achieved successful completion**

What exit code should be used for a special education student who aged out at 22, but who did not achieve any type of successful completion such as graduation or receipt of a Special Education Certificate of Completion?

If a student aged out at 22 without having achieved any type of successful completion (e.g., high school diploma, certificate of completion, GED), the LEA should use either of the following exit codes:

- “Other” (Code 400) In the *Student Exit Reason Code (Field 1.27)*, **or**
- “Completer Exit” (Code E230) in the *Student Exit Reason Code (Field 1.27)*
  - When using Code E230, the LEA must also enter “Completed grade 12 without completing graduation requirements, not grad” (Code 360) in the *Student School Completion Status (Field 1.28)*.

Note that no matter which exit code (in the bullets above) is used, the student will be counted as a dropout.

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### 3.7 Exiting Matriculating Students

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**Exiting matriculating students**

A matriculating student is one who completed the highest grade level offered at a school (excluding high school completion), left the school, and was expected to attend another California public school. When exiting matriculating students, it is recommended that the LEA use an E230 (Completer Exit) and 480 (Promotion) Student Exit Reason Code/Student School Completion Status Category combination.

For example, the E230/480 matriculation combination denotes a 9th grader matriculating to high school. It will attribute those that do not ever show enrollment in a subsequent high school as a state level dropout and not attribute the dropout to your LEA. All 8th grade completers should have the E230/480 exit combination if they are going to a different school.

When using E230/480 CALPADS will expect that student to show up at another California public school. Code T180 (TransPrivate) should be used for students completing the highest grade at a middle/intermediate/junior high to attend a private high school. T180 should be used instead of the E230/480 because of the potential dropout issue.

Code T160 should **not** be used for students completing the highest grade at a middle/intermediate/junior high and then leaving the school to attend a high school.

### 3.8 Exiting Suspended and Truant Students

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**What exit date should an LEA use when a student enrolls in another school during a period of suspension?**

If a student enrolls in another school during a period of suspension, the exit date that the LEA should use is the **student's last day of attendance** at that school. In order to avoid a concurrent enrollment anomaly in CALPADS, the LEA should **not** use the last day of the student's suspension as the exit date.

---

**When should an LEA exit (disenroll) a habitually truant student from the LEA's student information system and from CALPADS?**

An LEA **must** ensure that the following steps have been taken **before** exiting a truant student in CALPADS:

1. If a student between the ages of 6 and 18 accumulates three absences (of more than 30 minutes per absence) without a valid excuse in one school year, the school district shall notify the student's parent or guardian by the notice required in Education Code Section 48260.5.
2. After continued absences without a valid excuse following the notice (stated in Number 1 above), an appropriate district officer or employee shall make a conscientious effort to hold at least one conference with the parent or guardian and student as required in Education Code Section 48262.
3. If it appears upon investigation that any parent, guardian, or other person having control or charge of the student, is violating any of the provisions of California's compulsory education law, then the case should be referred to a School Attendance Review Board (SARB) pursuant to Education Code Section 48291.

When these steps have been taken, and if a student's absences continue without a valid excuse, the LEA should exit the student with a *Student Exit Reason Code (Field 1.27) of E140 (NoKnownEnrollTruant)* and an *Enrollment Exit Date (Field 1.26)* reflecting the student's last day of attendance.

After the student has been referred to the SARB, the SARB should attempt to refer and link the student and the student's family to appropriate school and community resources. Should the student and parent/guardian choose not to use SARB assistance, and should they choose not to follow school attendance laws, then the district, at this point, has exhausted its necessary actions and responsibility, and any further steps are the responsibility of law enforcement.

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## Chapter 4: Anomalies

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### Contents of this chapter

This chapter contains information about CALPADS anomalies.

There are currently three types of anomalies that exist in CALPADS that relate to SSIDs, enrollments, or exits:

1. Concurrent Enrollment (CCE) anomalies
2. Multiple Identifier (MID) anomalies
3. Exit Reason Discrepancy (ERD) anomalies

Each of these types of anomalies is discussed in detail in this chapter.

This chapter is broken up into the following sections (section numbers are in the left column):

4.1	Concurrent Enrollment Anomalies
4.2	Multiple Identifier Anomalies
4.3	Exit Reason Discrepancy Anomalies

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## 4.1 Concurrent Enrollment Anomalies

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### What is a concurrent enrollment anomaly?

A concurrent enrollment (CCE) anomaly refers to a situation in CALPADS in which a given student is found to be (primarily) enrolled concurrently—simultaneously—in more than one LEA.

A concurrent enrollment anomaly is often referred to simply as a “CCE” (“see-see-ee” – letters are pronounced individually as “c-c-e”), and not always as a “CCE anomaly.” So you may see the terms “CCE” and “CCE anomaly” used interchangeably, though they refer to the same thing.

A concurrent enrollment anomaly (“CCE”) occurs when a student is primarily enrolled in CALPADS in more than one school on the same day.

Concurrent enrollment anomalies represent bad data, because a single student cannot primarily attend two schools at the same time.

A concurrent enrollment anomaly occurs and exists between two (or among more than two) LEAs. A concurrent enrollment anomaly cannot exist in CALPADS within a single LEA.

CCE anomalies between LEAs are recorded in CALPADS and are considered enrollment errors between two or more LEAs.

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### What does “primarily enrolled” mean with respect to concurrent enrollment anomalies?

“Primarily Enrolled,” in this context, means that CALPADS will recognize the following situations as primary enrollment (in the process of identifying CCEs):

- A given Student Enrollment (SENR) record has an *Enrollment Status Code (Field 1.24) of 10 (Primary Enrollment)*;
- A given Student Enrollment (SENR) record has an *Enrollment Status Code (Field 1.24) of 30 (Short-Term Enrollment)*, **but** the short-term enrollment period has exceeded 30 days (in this situation, CALPADS will also see this as a primary enrollment).

### What is *not* seen by CALPADS as primary enrollment?

In the context of identifying CCEs, CALPADS will **not** recognize the following situation as primary enrollment:

- A given Student Enrollment (SENR) record has a *Student Exit Reason Code (Field 1.27) of N470 (NoShow)*.

A given Student Enrollment (SENR) record has an *Enrollment Status Code (Field 1.24) of 20 (Secondary Enrollment) or 40 (Receiving Specialized Services Only)*.

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## 4.1 Concurrent Enrollment Anomalies, Continued

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### In what situations might a concurrent enrollment anomaly occur?

Concurrent enrollment (CCE) anomalies between LEAs occur in CALPADS when any of these scenarios present themselves:

- A student moves from one LEA to another LEA, and the first LEA does not submit an enrollment record to CALPADS exiting the student before the second LEA submits an enrollment record enrolling the student in CALPADS with a primary enrollment status.
- Any time an LEA submits an enrollment record where the *Enrollment Start Date (Field 1.23)* or the *Enrollment Exit Date (Field 1.26)* overlaps with another LEA's enrollment record for the same SSID, even by a single day.

Note that CCEs are not allowed to exist in CALPADS within a single LEA (CCEs exist in CALPADS only between two or more LEAs).

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### Intra-LEA CCEs

Intra-LEA CCEs do not exist within CALPADS.

CALPADS will not accept a primary enrollment for a student if the enrollment period overlaps, for one or more days, with another primary enrollment within the same LEA. As such, no intra-LEA CCEs exist in CALPADS.

If an LEA submits an enrollment record to CALPADS for a student who already has a primary enrollment in a school within the same LEA, CALPADS will return the record with a fatal error.

---

### Inter-LEA CCEs

CCEs between LEAs will be counted against both/all LEAs involved for 14 calendar days or until the LEAs adjust their enrollment records to eliminate the CCE, whichever comes first.

The 14-day period begins based on the *Enrollment Start Date (Field 1.23)* in the new school or the CALPADS enrollment record creation date, whichever is later.

If the CCE is not resolved after 14 days, the CCE will continue to count against the LEA with the earlier Enrollment Start Date, and it will no longer count against the receiving LEA. (See the business rules that follow for more detail.)

NOTE: If the CCE exists between two closed enrollments, the CCE will count against both LEAs until the CCE is resolved.

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## 4.1 Concurrent Enrollment Anomalies, Continued

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### **SINF ownership during CCE**

During the period of overlap between two primary enrollments (resulting in a CCE), any Student Information (SINF) records in CALPADS that are effective during the period of the CCE overlap are owned, and may be updated, by the LEA that has the most recent Enrollment Start Date.

---

### **Concurrent enrollment between a traditional school and an independent study school**

A case may arise in which a student is concurrently enrolled (i.e., shows overlapping enrollment) in a traditional school and a non-classroom based independent study school.

For the purposes of CALPADS reporting:

- The non-classroom based independent study school is responsible for correcting the concurrent enrollment in CALPADS, and the school can do one of two things to correct this:
  1. Amend the School Start Date and School Exit Date, so that the student does not appear in CALPADS with an overlapping enrollment period in the school in which the student was physically present in a classroom.
  2. Enroll the student as a *secondary enrollment (Enrollment Status Code 20)* during the period of overlap.

NOTE: Legally, average daily attendance (ADA) cannot be reported by two LEAs for the same student on the same day. Although CALPADS will not be used as an auditing tool for average daily attendance reporting, it is expected that LEAs will exercise due diligence in determining whether given students are enrolled elsewhere prior to enrolling the students.

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## 4.1 Concurrent Enrollment Anomalies, Continued

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### Resolving one-day or very short enrollment overlaps

LEAs should use the following guidance when resolving one-day or very short enrollment laps causing CCE anomalies:

- The *Enrollment Exit Date (Field 1.26)* for a given student in this situation should reflect the last full day that the student met the minimum day requirement\* for purposes of ADA for an LEA.
- The *Enrollment Start Date (Field 1.23)* for a given student in this situation should reflect the first full day that the student met the minimum day requirement\* for purposes of ADA for an LEA.

The example below illustrates a possible scenario and a resolution:

**Scenario:** On October 2<sup>nd</sup>, a student attends one period in the morning at School A, and then leaves School A and enrolls in School B in the afternoon and attends two class periods at the end of the day.

**Resolution:** Because the student did not meet the minimum day requirement\* at either school, School A should exit the student with an *Enrollment Exit Date (Field 1.26)* of October 1st, and School B should enroll the student with an *Enrollment Start Date (Field 1.23)* of October 3<sup>rd</sup>.

\*Minimum day requirement for ADA: A student must be enrolled in a given school for a minimum of 180 instructional minutes in order to meet the minimum day requirement for purposes of ADA.

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## 4.1 Concurrent Enrollment Anomalies, Continued

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### **Business rules for concurrent enrollment anomalies**

The following business rules apply in CALPADS for CCE anomalies:

- CCE anomalies are not allowed to exist between LEAs beyond 14 calendar days from when the LEA is notified by CALPADS that the CCE exists.
- The CCE anomaly will be counted against both/all LEAs involved for 14 calendar days or until the LEAs adjust their enrollment records to eliminate the CCE, whichever comes first. The 14-day period begins based on the *Enrollment Start Date (Field 1.23)* in the new school or the CALPADS enrollment record creation date, whichever is later.
- The sending LEA is responsible for resolving the CCE anomaly by submitting an enrollment record to CALPADS within the 14-day period with an appropriate exit reason code for the student, or by contacting the receiving LEA to adjust the enrollment records to eliminate the CCE.
- The sending LEA's student enrollment record will remain in CALPADS as a CCE anomaly until that LEA submits an SSID enrollment update with an appropriate exit code and exit date which eliminates the CCE, or until the LEAs adjust their Enrollment Start Dates to eliminate the overlap.
  - If the CCE anomaly is not resolved, it will count as a CCE anomaly within the 2 percent of anomalies that are allowed at the time of certification.
- After 14 days, the CCE anomaly will no longer count against the receiving LEA.

### **Arbitration process for CCE anomalies that cannot be resolved**

In a case in which two LEAs cannot resolve a given CCE anomaly, and one or both LEAs are unable to certify their data (because the CCE anomaly is causing the LEA[s] to exceed the allowed 2% anomaly threshold), arbitration/State intervention may be necessary. The following guidelines should be heeded:

1. Prior to any arbitration, the "non-offending" LEA must first have exhausted all attempts with the "offending" LEA to resolve the anomaly.
2. If and when (and only when) the "non-offending" LEA has exhausted all attempts at communication and resolution within the chain of command with the "offending" LEA, and resolution of the anomaly has not been reached, the LEA should submit a CALPADS Service Desk Request, including details of the situation.

CDE staff will review the LEA's request to verify that State intervention is applicable and appropriate. The CDE will then notify the "offending LEA," requesting a plan of action. If there is no response from the LEA, the CDE will take appropriate action, including modification of enrollment records if necessary. The CDE will communicate with both LEAs regarding any modifications made to enrollment records. Note that the "offending LEA" has the ability to overwrite changes made by the CDE, if that LEA has not already modified its SIS with the CDE changes.

## 4.2 Multiple Identifier Anomalies

---

### What is a multiple identifier anomaly?

A multiple identifier (MID) anomaly refers to a situation in CALPADS in which there is more than one Statewide Student Identifier (SSID) assigned to a given individual student.

A multiple identifier anomaly is often referred to simply as a “MID” (the acronym is pronounced “mid,” as in “middle”), and not always as a “MID anomaly.” So you may see the terms “MID” and “MID anomaly” used interchangeably, though they refer to the same thing.

A MID anomaly occurs in CALPADS when an LEA requests and assigns a new SSID to a student who already has a SSID.

Here is an example of how this can happen:

An LEA accesses CALPADS to identify a new student’s SSID for enrollment purposes; a number of possible matches are displayed, and instead of selecting the already-assigned and associated SSID for the student, the LEA selects a new SSID for the student (thus creating a multiple identifier [MID] anomaly).

---

### Which LEA owns the MID anomaly?

CALPADS identifies and reports ownership of MID anomalies to the LEA that most recently assigned the student an SSID (triggering the generation of a MID anomaly).

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### A MID anomaly should be resolved quickly

In order to ensure accurate enrollment data in CALPADS, A MID anomaly should be resolved by the LEA in a timely manner.

An LEA must have 2 percent or fewer anomalies, which include MID and CCE anomalies, in order to certify enrollment data.

---

### Resolution (and merging) of multiple identifiers (SSIDs)

The resolution of a MID anomaly will necessarily result in the merging of two or more identifiers (SSIDs), one or more of which will need to be “retired” (leaving only one SSID assigned to the given student, thus resolving the MID anomaly). The following information is **important** to note:

- When two (or more) SSIDs are merged, the **earliest SSID is retained** in CALPADS, along with any **enrollment and student program** records from the SSID(s) being **retired**.
- Currently, CALPADS **will not retain\*** student information (SINF) records from the SSID(s) that is/are being **retired**.

\*Once the merging of records/MID anomaly resolution has occurred: The SINF from the “latter” SSID(s) (the SSID[s] that caused the MID anomaly) will be deleted from CALPADS.

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## 4.2 Multiple Identifier Anomalies, Continued

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**Business rules for multiple identifier anomalies**

The following business rules apply in CALPADS for MID anomalies:

- The LEA that most recently assigned a given student an SSID (resulting in a multiple identifier anomaly) has ownership over the anomaly and is responsible for resolving the MID anomaly.
- MID anomalies that are not resolved by the LEA will be counted within that LEA's 2 percent of anomalies allowed at the time of certification.

NOTE: Sometimes the resolution of a MID anomaly will result in the creation of a concurrent enrollment (CCE) anomaly, which must also be resolved (refer to the section entitled *Concurrent Enrollment Anomalies* in this chapter).

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## 4.3 Exit Reason Discrepancy Anomalies

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### What is an exit reason discrepancy anomaly?

An exit reason discrepancy (ERD) anomaly is a **student exit reason category** that is generated by CALPADS when a reported *Student Exit Reason Code (Field 1.27)* conflicts with information that is later reported in CALPADS.

Essentially, CALPADS looks at student exit reason codes that have been submitted, and if, for example, a student who has been reported as a transfer later fails to re-enroll in another school, then CALPADS generates an exit reason discrepancy anomaly accordingly (in the case of this example, CALPADS would generate an exit reason discrepancy anomaly of **lost transfer [dropout]** for the student).

An exit reason discrepancy anomaly is often referred to simply as an “ERD” (letters are pronounced individually as “e-r-d”) and not always as an “ERD anomaly.” So you may see the terms “ERD” and “ERD anomaly” used interchangeably, though they refer to the same thing.

When an exit reason discrepancy occurs in CALPADS—that is to say, when CALPADS discovers a discrepancy between a reported exit reason and other reported information—CALPADS generates an exit reason discrepancy anomaly that corresponds to the given discrepancy. There are five primary types of ERD anomalies, each of which is described in this section.

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## 4.3 Exit Reason Discrepancy Anomalies, Continued

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### Five types of exit reason discrepancy anomalies

There are five types of ERD anomalies:

#### 1. Completer Re-Enrolled (ERD Type A)

An exit reason discrepancy anomaly of **completer re-enrolled** is generated by CALPADS in a situation such as:

An LEA has submitted a *Student Exit Reason Code (Field 1.27)* that implies that a given student is definitely not expected to re-enroll in another school (such as when a student graduates from high school; in this situation, the student would not be expected to re-enroll in another school once the student has graduated from high school); yet the student later shows up in CALPADS as enrolled.

CALPADS sees this as a discrepancy between the reported exit reason and the subsequent enrollment. In this situation, CALPADS would generate an exit reason discrepancy anomaly of **completer re-enrolled**.

NOTE: “**Completers**” (e.g., students receiving a GED, [special education] Certificate of Completion, or passing the California High School Proficiency Exam) **are an exception** to this rule, as occasionally these students will return to obtain their standard high school diplomas. However, special education students who graduate with high school diplomas should not be enrolled in CALPADS, even if the given LEAs continue to provide services to the students.

An LEA will receive a warning message in CALPADS listing the completer re-enrolled student as an “ERD Warning Type A.”

#### 2. Dropout Re-Enrolled (ERD Type B)

An exit reason discrepancy anomaly of **dropout re-enrolled** is generated by CALPADS in a situation such as:

An LEA has submitted a *Student Exit Reason Code (Field 1.27)* that categorizes a given student as a dropout; yet the student subsequently enrolls in another California public school with an *Enrollment Status Code of Primary (10) or Short Term (30)*.

CALPADS sees this as a discrepancy between the reported exit reason (of “dropout”) and the subsequent enrollment. In this situation, CALPADS would generate an exit reason discrepancy anomaly of **dropout re-enrolled**.

An LEA will receive a warning message in CALPADS listing the dropout re-enrolled student as an “ERD Warning Type B.”

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## 4.3 Exit Reason Discrepancy Anomalies, Continued

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**Five types of exit reason discrepancy anomalies,**  
Continued

This list is continued from the previous page.

### 3. **Lost Transfer (Dropout) (ERD Type C)**

An exit reason discrepancy anomaly of **lost transfer (dropout)** is generated by CALPADS in a situation such as:

An LEA has submitted a *Student Exit Reason Code (Field 1.27)* such as *T160 [TransCASchlRegular]*, *T165 [TransSpecDiscRsnsOrJudg]* or *T167 [TransAltSchlPrgm]* that indicates that a given student will subsequently enroll in another California public school; but the student does not show up as enrolled in another California public school.

CALPADS sees this as a discrepancy between the reported exit reason (that indicated that the student was expected to transfer/re-enroll) and the subsequent non-enrolled status of the student. In this situation, CALPADS would generate an exit reason discrepancy anomaly of **lost transfer (dropout)**.

An LEA will receive a warning message in CALPADS listing the lost transfer (dropout) student as an “ERD Warning Type C.”

### 4. **Mid-Year Update (No Re-Enroll, Same School) (ERD Type D)**

An exit reason discrepancy anomaly of **mid-year update (no re-enroll, same school)** is generated by CALPADS in a situation such as:

An LEA has submitted a *Student Exit Reason Code (Field 1.27)* of *E150 (Mid-Year Update)* that indicates that a given student is not exiting the school and will subsequently re-enroll in the same school; but there is no re-enrollment record in the same school.

CALPADS sees this as a discrepancy between the reported exit reason (that indicated that the student was expected to re-enroll in the same school) and the subsequent non-enrolled status of the student. In this situation, CALPADS would generate an exit reason discrepancy anomaly of **no re-enroll, same school**.

An LEA will receive a warning message in CALPADS listing the student as an “ERD Warning Type D.” If the student does not re-enroll in the school or another California public school, then the student will be considered a dropout.

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## 4.3 Exit Reason Discrepancy Anomalies, Continued

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**Five types of exit reason discrepancy anomalies,**  
Continued

This list is continued from the previous page.

### 5. Mid-Year Update (Re-Enroll, Different School) (ERD Type E)

An exit reason discrepancy anomaly of **mid-year update (re-enroll, different school)** is generated by CALPADS in a situation such as:

An LEA has submitted a Student Exit Reason Code (*Field 1.27*) of E150 (Mid-Year Update) that indicates that a given student is not exiting the school and will subsequently re-enroll in the same school; but was re-enrolled in another CA K–12 public school.

CALPADS sees this as a discrepancy between the reported exit reason (that indicated that the student was expected to re-enroll in the same school) and the subsequent enrolled status of the student as enrolled in a different school. In this situation, CALPADS would generate an exit reason discrepancy anomaly of **re-enroll, different school**.

An LEA will receive a warning message in CALPADS listing the student as an “ERD Warning Type E.” Though CALPADS will not count this student as a dropout, the LEA should update the record with the appropriate exit reason.

---

**Exit reason discrepancy anomalies are viewable (and resolvable) in CALPADS**

LEAs may view (and resolve) ERD anomalies in CALPADS. To view ERD anomaly reports, as well as manage and resolve ERD anomalies, CALPADS users can access the anomaly reports in CALPADS by going to the “navigation bar” at the top of the CALPADS Web page (users must be logged in) and navigating through the following headings via the drop-down menus:

SSID > Enrollment > Anomaly Reports > Manage Exit Reason Discrepancy (ERD)

Once a user has clicked on *Manage Exit Reason Discrepancy (ERD)*, the user will see an *ERD Resolution* screen. Here, users can resolve ERD anomalies easily. (There is a button that says “Resolve.” Clicking here allows the user to change the student exit reason codes.)

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## 4.3 Exit Reason Discrepancy Anomalies, Continued

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### Business rules for exit reason discrepancy anomalies

The following business rules apply in CALPADS for ERD anomalies:

#### Completer Re-Enrolled (ERD Type A):

- CALPADS first identifies this ERD anomaly upon submission of the enrollment record, generating an input validation error that provides a warning of a potential SSID assignment error. In other words, CALPADS alerts the LEA that is enrolling the student that the LEA may be using an incorrect (already existing) SSID. If the SSID is being used is accurate, then it may be a true exit reason discrepancy.
- If it is an ERD, the LEA that **exited** the student has ownership for resolving this ERD anomaly. In other words, this LEA must correct the student exit reason code so that it accurately reflects the exit reason (a student who has been categorized as “completed,” for example, and subsequently re-enrolls, must be re-categorized so that the exit reason no longer implies completion).

#### Dropout Re-Enrolled (ERD Type B):

- Dropout re-enrolled students are not considered dropouts, but they show up in CALPADS as ERD anomalies.
  - The LEA that **exited** the student has ownership for resolving this ERD anomaly. In other words, this LEA must correct the student exit reason code so that it accurately reflects the exit reason (a student who has been categorized as a dropout, for example, and subsequently re-enrolls, must be re-categorized so that the exit reason no longer implies that the student is a dropout).
  - An LEA should correct/resolve its Dropout Re-Enrolled ERDs to ensure accurate information in its student information system.
  - If an LEA does not correct/resolve its Dropout Re-Enrolled ERD anomalies, the CDE will adjust the LEA’s annual dropout count **downward** by the number of dropouts who have re-enrolled.
-

## 4.3 Exit Reason Discrepancy Anomalies, Continued

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**Business rules for exit reason discrepancy anomalies,**  
Continued

These business rules continue from the previous page.

**Lost Transfer (Dropout) (ERD Type C):**

- Lost transfers are considered dropouts, and they show up in CALPADS as ERD anomalies.
- The LEA that **exited** the student has ownership for resolving this ERD anomaly. In other words, this LEA may correct the student exit reason code so that it accurately reflects the exit reason (a student whose exit reason indicates that the student will subsequently enroll in another California public school, for example, yet the student does not re-enroll, may be re-categorized so that the exit reason no longer implies that the student will be transferring).
- An LEA should correct its Lost Transfer ERDs to ensure accurate information in its student information system, and to identify dropouts who require recovery.
- If an LEA does not correct/resolve its Lost Transfer ERD anomalies, the CDE will adjust the LEA's annual dropout count **upward** by the number of expected transfers who are now lost and are considered dropouts.

**No Re-Enroll, Same School (ERD Type D):**

- The LEA that **exited** the student has ownership for resolving this ERD anomaly. In other words, this LEA must correct the student exit reason code so that it accurately reflects the exit reason, or the LEA must re-enroll the student in the same school (Note: The Enrollment date (at the same school) cannot be greater than 1 day after the Enrollment Exit Date).
- An LEA should correct/resolve its no re-enroll, same school ERDs to ensure accurate information in its student information system.

**Re-Enroll, Different School (ERD Type D):**

- The LEA that **exited** the student has ownership for resolving this ERD anomaly. In other words, this LEA must correct the student exit reason code so that it accurately reflects the exit reason. For example, a student who has been categorized as "re-enroll, different school," and who subsequently re-enrolls in another K–12 public school, must be re-categorized so that the exit reason no longer implies re-enrolling in a different school.
  - An LEA should correct/resolve its re-enroll, different school ERDs to ensure accurate information in its student information system.
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## 4.3 Exit Reason Discrepancy Anomalies, Continued

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**Lost transfer (dropout): Clarification on warning message in CALPADS**

When a lost transfer (dropout) occurs in CALPADS, it shows up as an ERD anomaly of “lost transfer (dropout).”

It should be noted that the warning message that an LEA receives in CALPADS lists the lost transfer (dropout) student as an “ERD Warning Type C”:

- “Type C” in the Warning Legend at the bottom of the ERD Resolution screen reads:  
**“C – Potential Dropout: Student has not enrolled in another CA K–12 public school by the report’s “As of” Date. This indicates a possible dropout.”**

NOTE that the term “potential dropout” cited in Letter C of the Warning Legend means the same thing as a “lost transfer (dropout).” It is simply referred to here as a “potential dropout,” and it refers to a lost transfer student.

---

**Lost transfer (dropout): Scenario that will cause this to occur in CALPADS**

In the case of transfer students, the following scenario will cause an ERD anomaly of “lost transfer (dropout)” in CALPADS:

- When an LEA uses a *Student Exit Reason Code (Field 1.27)* of T160 [TransCASchlRegular], E155 (YearEndEnrlmntExitSameSchl), T165 [TransSpecDiscRsnsOrJudg], or T167 (TransAltSchlPrgm) indicating that a given student is expected to subsequently enroll in another California public school, and the student does not show up as enrolled at another California public school, CALPADS will generate an ERD anomaly of “lost transfer (dropout).”
  - The LEA will receive an exit reason discrepancy (ERD) Type “C” (potential dropout) warning for the given student.
- 

**How LEAs can avoid creating ERD anomalies for matriculating students**

To avoid creating ERD anomalies for students who are matriculating,\* LEAs may populate the *Student Exit Reason Code (Field 1.27)* with *Completer Exit (Code E230)* and populate the *Student School Completion Status (Field 1.28)* with *Promoted (Matriculating) (Code 480)*.

\*In this context, “matriculating” refers to any student who completes the highest grade at a particular school and is promoting to the next grade at another school.

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## Chapter 5: Certification

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### Contents of this chapter

This chapter contains information about certification in the California Longitudinal Pupil Achievement Data System (CALPADS).

Specifically, this chapter covers the following areas of certification related to student data:

- Enrollments, Graduate and Dropout Counts

This chapter contains two sections:

5.1	Certification – Enrollments, Graduate and Dropout Counts
5.2	Certified Data Correction

The content in this chapter is intended to give LEAs general information about the required certification of student enrollment as well as counts of graduates and dropouts.

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## 5.1 Certification – Enrollments, Graduate and Dropout Counts

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**The importance of certification of student enrollment, dropout and graduate counts**

There are three Fall 1 certification reports related to student data that are important to note in this document. These reports are:

Report #	Name of Report
1.1	Enrollment – Primary Status by Subgroup
1.6	Graduates and Dropouts by Subgroup
1.9	Completers and Dropouts – Count

These certification reports are important because once these data have been reported, LEAs are able to view the aggregate counts of these data (CALPADS calculates these data into aggregate numbers), thus allowing LEAs to get a “big picture” grasp of these counts. This information at the aggregate level is extremely beneficial for LEAs, who can then take any relevant action based on their understanding of the aggregate data presented. For example, an LEA may notice, based on viewing the aggregate counts, the presence of erroneous data, and the LEA may then take action to correct and resolve this.

Additionally, these reports are important because they are used for funding as well as federal and state-level reporting that is used in the calculation of graduate and dropout rates. Specifically, the enrollment report (Report Number 1.1) is used for funding; Report Numbers 1.6 and 1.9 are used for federal and state-level reporting to determine and calculate graduate and dropout rates.

The three certification reports listed in the table above comprise the Fall 1 certification reports required for student data.

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## 5.1 Certification – Enrollments, Graduate and Dropout Counts, Continued

**When do LEAs need to certify these reports?**

The Fall reports reflect data as of Census Day.

LEAs should certify these reports by the certification deadline which is generally in mid-December. Following the certification deadline, LEAs may amend their data during the Amendment Window which generally closes in early February. LEAs should refer to the CALPADS calendar posted on the CALPADS Web page for specific dates.

The image below depicts the certification time frame for these reports.

CALPADS Submission	Census Day	Official Submission Window	Amendment Window	Report #	Name of Report
Fall 1	Fall Census Day (the first Wednesday in October)	Fall Census Day thru Mid-December	Mid-December thru Early February	1.1	Enrollment – Primary Status by Subgroup
				1.6	Graduates and Dropouts by Subgroup
				1.9	Completers and Dropouts – Count

**Business rules for certification**

The following business rules apply in CALPADS for certification:

- LEAs must certify all primary K–12 enrollments.
- In order to certify, LEAs cannot exceed the allowed anomaly percentage threshold for concurrent enrollments (CCE) and multiple identifier (MID) anomalies. The total allowable anomaly percentage is two percent.
- Exit reason discrepancy (ERD) anomalies are not included in the anomaly percentage threshold.
- For purposes of funding, the CDE includes all primary enrollments and short-term enrollments.
- CALPADS certified enrollments are not used to audit average daily attendance (ADA).

## 5.2 Certified Data Correction

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### Ability to correct erroneous certified data

LEAs have the ability to correct erroneous data after it has been certified. An LEA must make corrections to erroneous certified data during specified\* “amendment windows.” LEAs must then **re-certify** their data. The Fall Amendment Window begins after the certification deadline in mid-December and generally closes by the end of January.

\*Following the close of each data collection “window” is an “amendment window,” during which LEAs may amend and re-certify their data. LEAs may amend their data during this window and then must **re-certify** the reports.

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### Responsibility to correct erroneous certified data

When an LEA becomes aware of erroneous certified data, the LEA has a responsibility to de-certify, submit corrections, and then re-certify accurate data in CALPADS within the amendment window for the specified data collection.

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### Business rules for certified data correction

The following business rules apply in CALPADS for the correction of already-certified data:

- When correcting certified data in CALPADS, an LEA must:
  1. De-certify the data;
  2. Submit corrections, and
  3. Re-certify the data within the amendment window for the specified data collection.

NOTE: If erroneous certified data are discovered **after** the amendment window, the certified data that have already been “captured in a snapshot” will not be changed. However, note that corrections made **after** the amendment window **will** be reflected in the CALPADS Operational Data Store (ODS)\*.

\*The Operational Data Store is a database that houses all data, past and present; thus all data are represented in the Operational Data Store, whereas the “snapshot” of data taken at the certification deadline represents a single “snapshot” of data as the data appear at one given point in time.

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## Chapter 6: Dropouts – Adjustment to Counts

### Contents of this chapter

This chapter covers the following topics (section numbers are in the left column):

6.1	Re-Enrolled Dropouts – Adjustment to Dropout Counts
6.2	Lost Transfers – Adjustment to Dropout Counts

### Purpose of this chapter

The purpose of this chapter is to alert LEAs that:

- These types of dropouts/anomalies can and do affect LEAs' dropout counts.
- These types of dropouts/anomalies may be resolved in CALPADS by the LEAs.

### Information about this chapter

This chapter contains information about how CALPADS calculates and adjusts dropout counts, relevant to two specific types of dropouts.

Specifically, this chapter covers the following two types of dropouts related to the **adjustment** of dropout counts in CALPADS:

1. Re-enrolled dropouts
2. Lost transfer dropouts

These two types of dropouts show up as **anomalies** in CALPADS.

The reason that they fall into the anomaly category is because they occur (are generated) in CALPADS when CALPADS finds a discrepancy between a **reported exit reason** for a given student and either of the following:

1. A subsequent enrollment when the student was not expected to enroll.
  - For example, a student may have been reported as a dropout, and when the student is subsequently found to have re-enrolled, the student would now be counted as a **re-enrolled dropout**.
2. A subsequent failure to enroll when the student was expected to enroll/transfer.
  - For example, a student may have been reported as transferring to another California public school, and when the student subsequently failed to enroll in another LEA, the student would now be counted as a **lost transfer dropout**.

Because both of these types of dropouts/anomalies are associated with discrepancies that are related to reported exit reasons, they fall into the category of anomalies known as Exit Reason Discrepancy (ERD) anomalies. (For further information about ERD anomalies, see the section entitled *Exit Reason Discrepancy Anomalies* in the *Anomalies* chapter in this document.)

## 6.1 Re-Enrolled Dropouts – Adjustment to Dropout Counts

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**What is a re-enrolled dropout?**

A **re-enrolled dropout** (also referred to as a “dropout re-enrolled”) refers to a student who has been reported as a dropout, and who subsequently re-enrolls in another California public school.

---

**What generates a re-enrolled dropout in CALPADS?**

A re-enrolled dropout status is generated by CALPADS when the Statewide Student Identifier (SSID) of a student, who had previously been reported as a dropout, shows up in CALPADS associated with a subsequent enrollment in another school.

Here is another perspective of how the generation occurs in CALPADS:

A re-enrolled dropout status is generated by CALPADS when CALPADS finds a discrepancy between a reported exit reason (in this case, the exit reason would imply that the student is a “dropout”) of a given student (i.e., for a given SSID), followed by a subsequent enrollment (of the same SSID).

---

**A re-enrolled dropout shows up as an anomaly in CALPADS**

A re-enrolled dropout is a type of dropout that shows up as an **anomaly** in CALPADS.

Because an exit reason that has been reported does not “agree” with a status that is subsequently reported, an anomaly of “re-enrolled dropout” is generated within CALPADS. This type of anomaly (“re-enrolled dropout”) in CALPADS is known as an exit reason discrepancy (ERD) anomaly. (ERD anomalies are discussed in the *Anomalies* chapter in this document.)

---

**How do re-enrolled dropouts affect the dropout counts for LEAs?**

The counts of re-enrolled dropouts are calculated by the CDE and they **do** affect the total dropout counts for LEAs.

When CALPADS discovers the existence of a re-enrolled dropout (i.e., when an enrollment occurs for a student whose SSID is currently reported in CALPADS as a dropout), the CDE adjusts the dropout count **downward** (by the number of dropouts re-enrolled) for the LEA that **exited** the student, because the CDE no longer sees this student as a dropout.

A student who is exited from a local educational agency (LEA) as a dropout, and whose Statewide Student Identifier (SSID) is found subsequently enrolled with an *Enrollment Status Code of Primary (10) or Short Term (30) or Receiving Specialized Services Only (40)* in another LEA within the California Longitudinal Pupil Achievement Data System (CALPADS) on or before the Census Day, will **not** be counted as a dropout for the **exited** LEA in the dropout counts for the reporting year.

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## 6.1 Re-Enrolled Dropouts – Adjustment to Dropout Counts, Continued

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**CALPADS provides reports that identify re-enrolled dropouts**

CALPADS provides reports that identify which students are re-enrolled dropouts. These reports are viewable to LEAs via logging into CALPADS (**re-enrolled dropouts** are found under **ERD anomaly reports**).

To view (and resolve) any re-enrolled dropout discrepancies, CALPADS users can log in and navigate through the following headings via the drop-down menus in CALPADS:

- SSID > Enrollment > Anomaly Reports > Manage Exit Reason Discrepancy (ERD)

CALPADS also provides a report that identifies **adjusted dropout counts** (based on lost transfers and re-enrolled dropouts). The name of this report is:

Report #	Name of Report
1.14	Dropouts Count – State View

LEAs can view this report via the **Snapshot Reports** list in CALPADS.

---

**LEAs have the opportunity to resolve/amend erroneous data**

LEAs have the opportunity to research re-enrolled dropouts and to resolve erroneous data in CALPADS by re-submitting given enrollment records with appropriate exit reason codes.

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## 6.2 Lost Transfers – Adjustment to Dropout Counts

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**What is a lost transfer dropout?**

A **lost transfer dropout** refers to a student who has been reported as transferring to another K–12 California public school, yet who does not re-enroll in another California public school.

---

**What generates a lost transfer dropout in CALPADS?**

A lost transfer dropout status is generated by CALPADS when the following situation occurs:

- An exit reason has been reported in CALPADS that specifies that a given student has transferred to another California public school, **and**
  - The student does not subsequently enroll in another California public school on or before Census Day.
- 

**A lost transfer dropout shows up as an anomaly in CALPADS**

The counts of lost transfer dropouts are calculated by the CDE and they **do** affect the total dropout counts for LEAs.

When CALPADS discovers the existence of a lost transfer dropout (i.e., when a student is found **not** to be subsequently enrolled in another LEA after the student has been reported in CALPADS as having transferred), the CDE adjusts the dropout count **upward** (by the number of lost transfer dropouts) for the LEA that **exited** the student.

A student who has been reported by a local educational agency (LEA) as having transferred to another California public school district, and whose Statewide Student Identifier (SSID) is **not** found subsequently enrolled in another LEA on or before the Census Day, **will** be counted as a dropout for the statewide report for the reporting year.

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## 6.2 Lost Transfers – Adjustment to Dropout Counts, Continued

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**CALPADS provides reports that identify lost transfer dropouts**

CALPADS provides reports that identify which students are lost transfer dropouts. These reports are viewable to LEAs via logging into CALPADS (**lost transfer dropouts** are found under **ERD anomaly reports**).

To view (and resolve) any lost transfer dropout discrepancies, CALPADS users can log in and navigate through the following headings via the drop-down menus in CALPADS:

- SSID > Enrollment > Anomaly Reports > Manage Exit Reason Discrepancy (ERD)

CALPADS also provides a report that identifies **adjusted dropout counts** (based on lost transfers and re-enrolled dropouts). The name of this report is:

Report #	Name of Report
1.14	Dropouts Count – State View

LEAs can view this report via the **Snapshots Reports** list in CALPADS.

---

**LEAs have the opportunity to resolve/amend erroneous data**

LEAs have the opportunity to research lost transfer dropouts and to resolve erroneous data in CALPADS by re-submitting given enrollment records with appropriate exit reason codes during the data submission cycle.

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## Appendices

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### Contents of this chapter

This chapter contains the following appendices:

#### **Appendix A**

Local Educational Agencies (LEAs) Responsible for Obtaining (SSIDs) for Special Education and Adult Students

#### **Appendix B**

CALPADS Reporting for Special Education Students Being Served through District-Level Special Education Consortia

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## Appendix A: Local Educational Agencies (LEAs) Responsible for Obtaining Statewide Student Identifiers (SSIDs) for Special Education and Adult Students

### Purpose of this appendix

The purpose of this appendix is to provide information that delineates which LEAs are responsible for obtaining and maintaining SSIDs for special education and adult students. The table below identifies the LEAs that are responsible for obtaining and maintaining SSIDs, based on given information (listed in the various columns). The table also gives information about the appropriate CDS code that should be used when obtaining a given SSID.

	Student Grade Level	Type of Student	Service Type	Where Primary Services Are Received	SSID Required? (Yes/No)	Local Education Agency (LEA) Responsible for Obtaining & Maintaining SSIDs	County-District-School (CDS) Code to Use When Obtaining an SSID
1	<b>Pre-K ONLY</b> (including the grade levels of Infant, Toddler, and Pre-Kindergarten)	Special Education	<b>Individualized Education Program (IEP)</b> (The student may also be receiving related services at other schools or institutions within or outside the school district.)	<b>Preschool (public or private), or the student's home</b>	Yes	<b>The District providing IEP services is responsible for obtaining and maintaining SSIDs</b> – Even if the district providing IEP services is not the student's geographic district of residence, or if the student comes from another school district and the district has an arrangement with the district providing the IEP services.	<p><b>The CDS code of the school providing IEP services should be used.</b></p> <p>If the special education program is being provided on a district school site that has a CDS code, <b>the LEA should use that CDS code only if the district considers the special education program to be part of that school — such as in a case where the students are under the control and supervision of the principal of the school and the students are fully integrated into the student information system.</b></p> <p><i>Example: A pre-K student receives services at an elementary school site and the elementary site serves grades pre-K through 5. The student is expected to continue attending the school even after the pre-K services have been completed; therefore, the LEA should use the existing CDS code for the elementary school.</i></p> <p>If the IEP is being provided by the district at a location that does not have a CDS code, the district providing the services should contact CDS Administration to obtain a CDS code and should use that CDS code to obtain an SSID for the student. This CDS code may be used to report district pre-K special education students who receive IEP services from the district in a wide variety of settings.</p> <p><i>Example: A pre-K student receives services at a Head Start program located on a high school campus. Because the Head Start program is not integrated into the high school, a new CDS code must be requested.</i></p> <p>Note that the school(s) or other institutions providing “related services” to a given student are not reported when obtaining an SSID.</p>

## Appendix A: Local Educational Agencies (LEAs) Responsible for Obtaining Statewide Student Identifiers (SSIDs) for Special Education and Adult Students, Continued

	<b>Student Grade Level</b>	<b>Type of Student</b>	<b>Service Type</b>	<b>Where Primary Services Are Received</b>	<b>SSID Required? (Yes/No)</b>	<b>Local Education Agency (LEA) Responsible for Obtaining &amp; Maintaining SSIDs</b>	<b>County-District-School (CDS) Code to Use When Obtaining an SSID</b>
<b>2</b>	<b>Pre-K ONLY</b> (including the grade levels of Infant, Toddler, and Pre-Kindergarten)	Special Education	<b>Individualized Education Program (IEP)</b> (The student may also be receiving related services at other schools or institutions within or outside the school district.)	<b>Special Education Local Plan Area (SELPA)</b> (The SELPA is directly providing the services and may provide services to students in other districts throughout the SELPA.)	Yes	<b>The District that is the SELPA Administrative Unit providing the IEP services is responsible for obtaining and maintaining SSIDs.</b>	<b>The CDS code of the special education school providing the IEP services should be used.</b>  The administrative unit must obtain a school code for a preschool from the CDE's Educational Demographics Office and must obtain the SSIDs under that CDS code.

## Appendix A: Local Educational Agencies (LEAs) Responsible for Obtaining Statewide Student Identifiers (SSIDs) for Special Education and Adult Students, Continued

	Student Grade Level	Type of Student	Service Type	Where Primary Services Are Received	SSID Required? (Yes/No)	Local Education Agency (LEA) Responsible for Obtaining & Maintaining SSIDs	County-District-School (CDS) Code to Use When Obtaining an SSID
3	Pre-K thru Age 22 (including ungraded elementary and secondary)	Special Education	<b>Individualized Education Program (IEP)</b> (The student may also be receiving related services at other schools or institutions within or outside the school district.)	<b>Public school district and a school site within that same district (NOT through a District-Level Special Education Consortium)</b>	Yes	<b>The District that is providing IEP services is responsible for obtaining and maintaining SSIDs</b> – Even if the district providing IEP services is not the student's geographic district of residence, or if the student comes from another school district and the district has an arrangement with the district providing the IEP service.	<b>The CDS code of the school providing IEP services should be used.</b>  If the special education program is being provided on a district school site that has a CDS code, and the grade span of the students being served falls entirely within the grade levels served at that school, this CDS code should be used <b>even if the district does not consider the special education program to be part of that school.</b>  <i>Example: An 11th grade student receives instruction and special education services at a high school site through a special education program administered at the district level. The high school's CDS code should be used when obtaining and maintaining SSIDs.</i>  If the IEP is being provided by the district at a location that does not have a CDS code, or if the grade span of the students being served falls outside of the grade levels served at that school, the district providing the services should contact CDS Administration to obtain a district-level "special education school" CDS code and should use that CDS code to obtain an SSID for the student. This CDS code may be used to report district special education students who receive IEP services from the district in a wide variety of settings.  <i>Example: An 11th grade student receives services in a classroom at the district office. Because the school is not on an existing school campus, a new CDS code must be requested.</i>  Note that the school(s) or other institutions providing related services to a given student are not reported when obtaining an SSID.

## Appendix A: Local Educational Agencies (LEAs) Responsible for Obtaining Statewide Student Identifiers (SSIDs) for Special Education and Adult Students, Continued

	Student Grade Level	Type of Student	Service Type	Where Primary Services Are Received	SSID Required? (Yes/No)	Local Education Agency (LEA) Responsible for Obtaining & Maintaining SSIDs	County-District-School (CDS) Code to Use When Obtaining an SSID
4	Pre-K thru Age 22 (including ungraded elementary and secondary)	Special education	<b>Individualized Education Program (IEP)</b> (The student may also be receiving related services at other schools or institutions within or outside the school district.)	Public school district through a District-level Special Education Consortium  <i>For more information on Special Education Consortia, see Appendix B in this document.</i>	Yes	<b>The District that has been appointed the lead district of the special education consortium is responsible for obtaining and maintaining SSIDs</b>  – Even if the district is not the student’s district of geographic residence, and/or if the grade level of the students served is outside of the low and high grade levels traditionally served at the district.	<b>The CDS code of the “special education consortia school” should be used.</b>  The lead district for the special education consortia should contact the California Department of Education’s Educational Demographics Unit and submit a request for a new school code for a “District-level Special Education Consortia School.”
5	Pre-K thru Age 22 (including ungraded elementary and secondary)	Special Education	<b>Individualized Education Program (IEP)</b> (The student may also be receiving related services at other schools or institutions within or outside the school district.)	County Office of Education (COE) - administered special education school	Yes	<b>The County Office of Education (COE) providing IEP services is responsible for obtaining and maintaining SSIDs</b>  – Even though the student comes from another school district and the district has an arrangement with the COE to provide IEP services.	<b>The CDS code of the COE special education school providing IEP services should be used</b> (even if the COE-administered special education services are delivered at a public school site).  If the IEP is being provided by the COE at a location that does not have a CDS code, the COE should contact CDS Administration to obtain a CDS code and should use that CDS code to obtain an SSID for the student.  Note that the school(s) or other institutions providing related services to a given student are not reported when obtaining an SSID.

## Appendix A: Local Educational Agencies (LEAs) Responsible for Obtaining Statewide Student Identifiers (SSIDs) for Special Education and Adult Students, Continued

	Student Grade Level	Type of Student	Service Type	Where Primary Services Are Received	SSID Required? (Yes/No)	Local Education Agency (LEA) Responsible for Obtaining & Maintaining SSIDs	County-District-School (CDS) Code to Use When Obtaining an SSID
6	Pre-K thru Age 22 (including ungraded elementary and secondary)	Special Education	<b>Individualized Education Program (IEP)</b> (The student may also be receiving related services at other schools or institutions within or outside the school district.)	<b>Nonpublic, nonsectarian school (NPS)</b> certified by the California Department of Education to provide special education services to public special education students.	Yes	<b>The public school district or COE that contracted the services with the NPS is responsible for obtaining and maintaining SSIDs.</b>	<b>A School code of "000001" should be used.</b> (This indicates that district-of-residence students are being sent to one or more nonpublic, nonsectarian schools.)  In CALPADS, there is a separate field that captures the NPS School of Attendance which captures that actual school code of the NPS school that the student attends.  Note that the school(s) or other institutions providing related services to a given student are not reported when obtaining an SSID.
7	Pre-K thru Age 22 (including ungraded elementary and secondary)	Special Education	<b>Individualized Education Program (IEP)</b> (The student may also be receiving related services at other schools or institutions within or outside the school district.)	<b>Special Education Local Plan Area (SELPA)</b> (The SELPA is directly providing the services and may provide services to students in other districts throughout the SELPA.)	Yes	<b>The District appointed as the SELPA Administrative Unit that is providing the IEP services is responsible for obtaining and maintaining SSIDs.</b>	<b>The CDS code of the special education school providing the IEP services should be used.</b>  The administrative unit must obtain a school code for a special education school from the CDE's Educational Demographics Office and must obtain the SSIDs under that CDS code.
8	Pre-K thru Age 22 (including ungraded elementary and secondary)	Special Education	<b>Individual Service Plan (ISP)</b>	<b>Public school or private school</b>	No	N/A	N/A

## Appendix B: CALPADS Reporting for Special Education Students Being Served through District-Level Special Education Consortia

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### **Purpose of this appendix**

The purpose of this appendix is to provide guidance, for local educational agencies that are operating District-Level Special Education Consortia, on how to report these students in CALPADS.

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### **What is a district-level consortium?**

A district-level consortium is a group of districts that agree to appoint one of the districts as a lead to administer special education instruction for students throughout the districts in the consortium. Administration by the lead district includes:

- Hiring the staff that instructs the students.
- Obtaining classroom space for the instruction.

Often, classrooms are at sites throughout the districts within a consortium. These classrooms may reside on an existing school site, but the students in these classrooms have no affiliation with the site where the classroom is located.

The districts of special education accountability (districts of residence) have historically claimed average daily attendance (ADA) for students served through given consortia, and then these districts pay the lead district for the administration of the program. This appendix addresses how this practice should change.

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### **How should these students be reported in CALPADS?**

CALPADS requires schools and districts to obtain and maintain Statewide Student Identifiers (SSIDs) and report primary enrollments for students at the schools and districts in which the students are receiving the majority of their instructional services. The following steps outline how these students should be reported in CALPADS:

1. The lead district should contact the California Department of Education's Educational Demographics Unit and should submit a request for a new county-district-school (CDS) code for a "District Special Education Consortia School."
  2. Once the CDS code has been issued, the lead district should use this CDS code to report these students in CALPADS as "primary" enrollments, because the lead agency hires the teachers who instruct these students and the lead district is responsible for the students' primary instruction.
  3. When submitting the students' program eligibility information to CALPADS, the lead district should also indicate the students' districts of residence by listing the county-district code of the district in the *District of Special Education Accountability (Field 3.22)* in CALPADS.
  4. If the district of special education accountability has open enrollments for these students in CALPADS, the districts should exit those enrollments so as not to create concurrent enrollment anomalies.
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## Appendix B: CALPADS Reporting for Special Education Students Being Served through District-Level Special Education Consortia, Continued

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**Which district should claim ADA for students in a consortium?**

According to Education Code Section 46300(a):

- ADA shall include the attendance of pupils while engaged in educational activities required and **under the immediate supervision and control of an employee of the district or county office that has the required credential.**

This essentially means that the average daily attendance (ADA) should be claimed by the district that employs the teacher who supervises and controls the students. In this case, this would be the lead district in the consortium.

**It should be noted, however, that CALPADS will NOT be used to track ADA, and ADA data reported to the CDE will not currently be validated with data collected in CALPADS.**

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**Grade levels being served that are outside the grade levels served by the district**

- What if the grade levels being served in the consortium are outside the low and high grade levels served by the district (e.g., a high school district that will be serving elementary school students in the consortium school)?
- Can the lead district report these students for purposes of ADA reporting?

The answer is “yes.”

When the lead district applies for the CDS code for the new Special Education Consortia School, the lead district will be asked to list the grades offered and served by the school.

Once enrollments are submitted to CALPADS for this school, this will automatically generate the low and high grade levels served in the CDS Database. The data system that collects ADA data will use the information from the CDS Database to determine the grade levels for which the district can submit ADA data.

- Will reporting the students this way affect certified enrollment counts for the LEAs in the consortium?

The answer is “yes.”

The students in the consortium will be included in the certified enrollment counts for the lead district and **not** in the enrollment counts for the districts of special education accountability.

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## Appendix B: CALPADS Reporting for Special Education Students Being Served through District-Level Special Education Consortia, Continued

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### Assessment results for students

- Where will assessment results for students served through a District-level Special Education Consortium be attributed?

The answer:

In the Student Program File, in *Field 3.22 – District of Special Education Accountability*, LEAs are required to populate the county-district code for the LEA that is held academically accountable for the student. This is the LEA to which the student's assessment scores will be attributed. This will not be determined by the code entered in the *Reporting LEA (Field 1.04)*.

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