

# California Longitudinal Pupil Achievement Data System (CALPADS)

## CALPADS Data Guide

A Guide for Program Staff

*Version 8.4*

*11/15/2016*



California Department of Education

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

# Table of Contents

---

Revision History .....	4
Security and Privacy.....	9
Chapter 1: Overview.....	11
1.1 CALPADS Data Guide Overview.....	12
1.2 CALPADS Documents .....	14
1.3 CALPADS Contacts and Resource Information .....	20
1.4 CALPADS Overview.....	22
1.5 Statewide Student and Educator Identifiers .....	33
Chapter 2: Data Groups .....	37
2.1 Student Data Overview .....	38
2.1.1 Student Enrollment (includes enrollment and exits) .....	42
2.1.2 Student Information (Demographic) .....	53
2.1.3 Student Program – Eligibility and Participation.....	58
2.1.4 Student Discipline.....	71
2.1.5 Student Waivers .....	85
2.2 Staff Data Overview .....	87
2.2.1 Staff Demographics.....	92
2.2.2 Job Classification and Non-Classroom Based Staff Assignment .....	97
2.3 Course Data Overview .....	102
2.3.1 Course Content .....	106
2.3.2 Class Size .....	110
2.3.3 Course Section Teacher Assignments .....	111
2.3.4 Course Characteristics .....	113
2.3.5 Course Enrollment and Completion.....	119
Chapter 3: Student Populations and Program Areas.....	127
3.1 Student Populations Overview .....	129
3.1.1 Economically and Socioeconomically Disadvantaged Students.....	130
3.1.1.1 Defining and Reporting FRPM Eligibility in Provision Schools .....	136
3.1.2 English Learners .....	139
3.1.3 Foster Youth.....	152
3.1.4 Migrant .....	160
3.1.5 Homeless .....	163
3.1.6 Special Education.....	167
3.1.7 Eligible Immigrants .....	172
3.1.8 Dropouts.....	175
3.1.9 Graduates .....	183
3.2 Program Areas Overview .....	185
3.2.1 Career Technical Education .....	186
3.2.2 Educational Options Schools and Programs .....	194
3.2.3 Highly Qualified Teachers (Removed).....	196
3.2.4 Home/Hospital and Independent Study Programs .....	197
Chapter 4: School Types .....	198
4.1 Charter School Reporting.....	199
Chapter 5: Appendices .....	204

Appendix A: CALPADS Certification Windows .....	205
Appendix B: CALPADS Reports – Summary .....	207
Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions .....	212
Appendix D: Acronyms and Other Abbreviations .....	230

---

## Revision History

Version Number	Revision Date	Name	Section	Summary of Changes
v8.4	11/15/2016	Student Program – Eligibility and Participation	2.1.3 Student Program – Eligibility and Participation	In the “Start and end dates for program eligibility?” section, added information for Education Program Code 192 (Armed Forces Family Member).
v8.3	10/18/2016	Student Enrollment	2.1.1 Student Enrollment	Added new validation for Field 1.25 Grade Level Code.
v8.3	10/18/2016	English Learners	3.1.2 English Learners	In the “What are appropriate uses of ELA statuses?” section, added information on inappropriate use of submitting an ELAS for IN (infants), TD (toddler), PS (pre-k), and AD (Adult).
v8.2	09/20/2016	Highly Qualified Teacher (HQT) and No Child Left Behind (NCLB)	1.4 CALPADS Overview 1.5 Statewide Student and Educator Identifiers	Removed references in this section relative to collecting HQT and NCLB Core Instructional Level data.
v8.2	09/20/2016	Start and End dates for Program Participation	2.1.3 Student Program – Eligibility and Participation	Added information on Title I Part A Targeted Program (Education Program Code 122) population on start/end dates. Moved note for TK program records and included in exception criteria.
v8.2	09/20/2016	Highly Qualified Teacher (HQT) and No Child Left Behind (NCLB)	2.3 Course Data Overview	Removed references in this section relative to collecting HQT and NCLB Core Instructional Level data.
v8.2	09/20/2016	Highly Qualified Teacher (HQT) and No Child Left Behind (NCLB)	2.3.3 Course Section Teacher Assignments	Removed references in this section relative to collecting HQT and NCLB Core Instructional Level data.
v8.2	09/20/2016	Highly Qualified Teacher (HQT) and No Child Left Behind (NCLB)	3.2.3 Course Section Teacher Assignments	Removed section.
v8.2	09/20/2016	Student Exit Category Code	Appendix C	Added new Student Exit Category Code E170
v8.1	08/09/2016	Student Discipline	2.1.4 Student Discipline	Minor edit to “Are these data posted on DataQuest?” section.
v8.1	08/09/2016	Appendix C	Student Exit Category Code T200	Added “K-6 Ungraded Elementary Optional” to “Grade Level” column.
v8.1	08/09/2016	Appendix C	Student Exit Category Code T280	Removed “K-6, ungraded elementary optional” from “Grade Level” column.
v8.1	08/09/2016	Appendix C	School Completion Status Code 360	Removed “Ungraded Secondary” from “Grade Level” column.
v8.0	07/01/2016	EOY 4	1.4 CALPADS Overview	Removed reference to EOY 4 from general timeline table.
v8.0	07/01/2016	Armed Forces Family	2.1.3 Student Program – Eligibility and Participation	Two parts of section 2.1.3 were updated to include details on the collection of Armed Forces Family member via an education program eligibility code.

Version Number	Revision Date	Name	Section	Summary of Changes
v8.0	07/01/2016	Course sections with no educational content	2.3.1 Course Content	In the "Course content data elements" section Data Element 9.07 CRS-State Course Code added requirement to report course sections with no educational content that have students schedule.
v8.0	07/01/2016	Teaching credentials for specific English learner services	3.1.2 English Learners	In the "Student English learner data elements" section, added link to California Commission on Teacher Credentialing document.
v8.0	07/01/2016	Homeless - Runaway	3.1.5 Homeless	Added additional description to Runaway Youth Indicator and Unaccompanied Youth Indicator
v8.0	07/01/2016	Student Exit Category	Appendix C Student Exit Reason Code and Student School Completion Status Descriptions	<ul style="list-style-type: none"> <li>Added "Do not use this code for transfers to a non-sectarian, non-public certified (NPS) school to T180.</li> <li>Added "...including transfers to a non-sectarian, non-public certified (NPS) school to T160.</li> <li>Updated notes that "student must be at least 16 years of age" to School Completion Status Code 330.</li> </ul>
v7.1	05/19/2016	Educational Data Mgmt. Division/CSIS: Relevant to SB 172: CAHSEE Suspension	2.1: Student Data Overview	In the "Groups of Student Data" section, removed the fifth bullet describing the Student Waivers (SWAV) data group.
v7.1	05/19/2016	Educational Data Mgmt. Division/CSIS: Relevant to SB 172: CAHSEE Suspension	2.1: Student Data Overview	In the "What reports must LEAs certify and when?" section, removed the EOY 4 report 6.1, CAHSEE Waivers and Exemptions Count (EOY 4 Student Waivers collection discontinued in 2015–16).
v7.1	05/19/2016	Educational Data Mgmt. Division/CSIS: Relevant to SB 172: CAHSEE Suspension	2.1.1: Student Enrollment	In the "Student enrollment and exit data elements" table, Field 1.30, removed School Completion Status codes 106 and 108 (retired 8/5/2015).
v7.1	05/19/2016	Educational Data Mgmt. Division/CSIS: Relevant to SB 172: CAHSEE Suspension	2.1.1: Student Enrollment	In the "Considerations when updating student exit information" table, removed School Completion Status codes 106 and 108 (retired 8/15/2015) and references to CAHSEE.
v7.1	05/19/2016	Field 2.36 -2.40 - Address	2.1.2 Student Information – Address	Added additional information resources for when PO Boxes are acceptable for Direction Certification.
v7.1	05/19/2016	Educational Data Mgmt. Division/CSIS: Relevant to SB 172: CAHSEE Suspension	2.1.3: Student Program – Eligibility and Participation	In the "How are participation records used for state-level reporting?" section, removed Student Program "CAHSEE Intensive Instruction."

Version Number	Revision Date	Name	Section	Summary of Changes
v7.1	05/19/2016	Student Program – Eligibility and Participation	2.1.3 Student Program – Eligibility and Participation	In “Start and end dates for program participation,” updated to include a note on CALPADS automatically closing TK program records at the end of a school year for E155 exits.  In “When must program participation and eligibility records be closed or opened?” section, updated table to include new row for “Student is exited with any exit code other than E150 and has an open TK program participation record (185).”
v7.1	05/19/2016	Field 4.23 - Removal to Interim Alternative Setting Reason	2.1.4 Student Discipline - Removal to Interim Alternative Setting Reason Code	Modified code from “No Removal” to “No Interim Removal”
v7.1	05/19/2016	Educational Data Mgmt. Division/CSIS: Relevant to SB 172: CAHSEE Suspension	2.1.5: Student Waivers	Added impacts of SB172 and guidance on how to update CALPADS and how students will be counted.
v7.1	05/19/2016	Re-purpose Data Element 9.12 CRS-CTE Postsecondary Articulated Course Indicator	2.3.4 Course Characteristics	In the “Course characteristics data elements related to Career Technical Education” table, updated the Data Element Public Name and Comment for Field # 9.12.
v7.1	05/19/2016	Field 4.23 - Removal to Interim Alternative Setting Reason	3.1.6 Special Education - Removal to Interim Alternative Setting Reason Code	Modified code from “No Removal” to “No Interim Removal”
v7.1	05/19/2016	Educational Data Mgmt. Division/CSIS: Relevant to SB 172: CAHSEE Suspension	3.1.8: Dropouts	In the “Dropout types and associated exit and completion codes” table, removed School Completion Status code 104 (retired 8/15/2015).
v7.1	05/19/2016	Educational Data Mgmt. Division/CSIS: Relevant to SB 172: CAHSEE Suspension	3.1.9: Graduates	In the “Graduates, completers and associated <i>student school completion status</i> codes” table, removed reference to CAHSEE and School Completion Status codes 106 and 108 (retired 8/15/2015).
v7.1	05/19/2016	Re-purpose Data Element 9.12 CRS-CTE Postsecondary Articulated Course Indicator	3.2.1 Career Technical Education	In the “What data must be provided by CTE program staff?” section, updated bullet number “Any local course...”.
v7.1	05/19/2016	Career Technical Education – General	3.2.1 Career Technical Education	Updated section to note that data for CTE concentrator is based on courses in the current academic year.

Version Number	Revision Date	Name	Section	Summary of Changes
v7.1	05/19/2016	Re-purpose Data Element 9.12 CRS-CTE Postsecondary Articulated Course Indicator	3.2.1 Career Technical Education	<p>In the “CTE data elements” section, “Course Section Information” table, removed Field # 9.10 as it no longer is used to identify CTE courses and updated the Data Element Public Name and Comment for Field # 9.12.</p> <p>In the “How does CALPADS calculate counts of CTE participants?” section, updated “Calculation of Counts: CTE Non-Concentrator Participants” to remove reference of Course Content Code = 154.</p>
v7.1	05/19/2016	Educational Data Mgmt. Division/CSIS: Relevant to SB 172: CAHSEE Suspension	4.1: Charter School Reporting	In the “Do LEAs have to align their CALPADS and assessment administration statuses?” section, removed reference to CAHSEE administration.
v7.1	05/19/2016	Educational Data Mgmt. Division/CSIS: Relevant to SB 172: CAHSEE Suspension	Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions	<p>Removed CAHSEE reference in E230 Completer Exit, School Completion Status 100 code descriptions. Removed School Completion Status codes 104, 106, 108.</p> <p>In the Student Exit Category table, updated E150 definition to include Enrollment Status Code.</p>
v7.1	05/19/2016	Student Exit Category	Appendix C Student Exit Reason Code and Student School Completion Status Descriptions	<p>In the Student Exit Category table:</p> <ul style="list-style-type: none"> <li>Deleted under grade column for T280 “K-6, ungraded elementary optional.”</li> <li>Added “Do not use this code for transfers to a non-sectarian, non-public certified (NPS) school. Student Exit Category Code T160 (TransCASchIRegular) should be used” to T180.</li> <li>Added “...including transfers to a non-sectarian, non-public certified (NPS) school to T160.</li> </ul>
v7.0	9/17/15	Educational Data Mgmt. Division/CSIS	2.1.1: Student Information	In the block labeled “Student enrollment and exit data elements”: Added a second bullet in Field # 1.32 to include “...populated with a county-district code representing an active, open district that is not a county office of education or charter school.”
v7.0	9/17/15	Educational Data Mgmt. Division/CSIS	2.2.2: Job Classification and Non-Classroom Based Staff Assignment	In the block labeled “What is a ‘non-classroom based’ or ‘support’ assignment?”: Added new information and clarification regarding Teacher Librarians.
v7.0	9/17/15	Educational Data Mgmt. Division/CSIS	2.3.1: Course Content	In the block labeled “Course content data elements”: Updated Field # 9.19 to include “College <b>Credit</b> .”

Version Number	Revision Date	Name	Section	Summary of Changes
v7.0	9/17/15	Educational Data Mgmt. Division/CSIS	2.3.5: Course Enrollment and Completion	In the block labeled "Course <i>enrollment</i> – what is required": Updated ROC/P clarifications regarding college credit.
v7.0	9/17/15	Educational Data Mgmt. Division/CSIS	2.3.5: Course Enrollment and Completion	In the block labeled "Course <i>completion</i> – what is required": Updated ROC/P clarifications regarding college credit.
v7.0	9/17/15	Educational Data Mgmt. Division/CSIS	3.1.2: English Learners	In the block labeled "Student English learner data elements": Added guidance on Start Date regarding Field # 12.14. Updated Field #9.20 to include "No English Learner Services" code. In the block labeled "What is the NCLB accountability subgroup – Limited English Proficient (LEP)?": Removed the note regarding new data element needed for 2015–16 that captures proficiency on either CST or CAASPP.
v7.0	9/17/15	Educational Data Mgmt. Division/CSIS	3.1.9: Graduates – <i>and</i> Appendix C: Student Exit Reason Code and School Completion Status Descriptions	Updated School Completion Code 320 description throughout to include not only GED but TASC and HiSET also.
v7.0	9/17/15	Educational Data Mgmt. Division/CSIS	various	Minor changes made in various spots to improve accuracy and clarity.

## Security and Privacy

---

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

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

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

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

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

All local educational agency (LEA) representatives who are authorized to access CALPADS will see the following banner language upon each login to the system:

**“NOTICE: You are about to access the CALPADS computer system of the State of California Department of Education (“the Department”). This system is intended for authorized users only, in accordance with the CALPADS Rules of Behavior Agreement and applicable state and federal laws. Unauthorized access to or use of this system, or of any information in the system, is strictly prohibited by Department policy, the CALPADS Rules of Behavior Agreement, and applicable state and federal laws. Unauthorized access to this system and/or unauthorized use of information from this system may result in civil and/or criminal penalties under applicable state and federal laws.**

**By using this system, you are acknowledging and agreeing that all information concerning your access to this system, including but not limited to any information entered, stored or retrieved by you, may be monitored, retrieved, and/or disclosed by authorized personnel, including authorized network administrators and CDE personnel, for any lawful purpose, including but not limited to criminal prosecution.”**

---

*Continued on next page*

## Security and Privacy, Continued

---

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

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

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

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

Resources on FERPA regulations, including discussion of controlling access to educational records by school officials, can be found on the U.S. Department of Education FERPA Web page at <http://www.ed.gov/policy/gen/guid/fpc/ferpa/index.html>. Further information is available in the sections on “Protection of CALPADS Information” and “Other Security Considerations” in Appendix A, CALPADS User Responsibilities and Rules of Behavior, of the LEA CALPADS Administrator Application.

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



# Chapter 1: Overview

---

## Introduction

This chapter is intended to provide an overview of:

- The CALPADS Data Guide.
  - CALPADS documents and contacts.
  - CALPADS.
  - Statewide student and educator identifiers.
- 

## Contents

This chapter contains the following topics:

	<b>Topic</b>	<b>See Page</b>
1.1	CALPADS Data Guide Overview	12
1.2	CALPADS Documents	14
1.3	CALPADS Contacts and Resource Information	20
1.4	CALPADS Overview	22
1.5	Statewide Student and Educator Identifiers	33

---

## 1.1 CALPADS Data Guide Overview

---

### Purpose of this guide

The purpose of this guide is to prepare local educational agency staff—staff who are responsible for data that are collected and maintained in local systems, such as student information, food service, special education, and human resources systems—for submission of required data into the California Longitudinal Pupil Achievement Data System (CALPADS). This guide will provide LEAs with an understanding of:

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

### Contents of this guide

This guide includes the following chapters:

- **Chapter 1: Overview**

This chapter contains an overview of:

- This guide.
- CALPADS documents and contacts.
- CALPADS.
- Statewide student and educator identifiers.

- **Chapter 2: Data Groups**

This chapter contains information regarding the collection, maintenance, and submission of data by data group. The chapter is organized into the following data groups:

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

- **Chapter 3: Student Populations and Program Areas**

This chapter describes how the data are used for specific student populations and program areas and for accountability areas such as *dropouts* and *graduates*.

- **Chapter 4: School Types**

This chapter contains information regarding requirements that may be different for specific school types, such as charter schools.

- **Chapter 5: Appendices**

This section contains appendices relevant to the content of this guide.

---

*Continued on next page*

## 1.1 CALPADS Data Guide Overview, Continued

---

### **Structure of this guide.**

This guide is structured to meet the needs of different LEA staff, and it is not expected that all staff will need to read the entire document.

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

---

### **Content *not* included**

This document does *not* contain:

- Instructions on how to use the CALPADS system (that information is located in the CALPADS User Manual).
- CALPADS file specifications or definitions of data elements (that information is located in the CALPADS File Specifications document).
- CALPADS codes (that information is located in the CALPADS Code Sets document).
- Procedures related to the acquisition and maintenance of Statewide Student Identifiers (SSIDs) (that information is located in the SSID Enrollment and Procedures document).

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

---

## 1.2 CALPADS Documents

### CALPADS Documents

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

Name of Document	What the Document Contains	Where to Find the Document
CALPADS File Specifications (CFS)	This document contains: <ul style="list-style-type: none"> <li>• CALPADS file formats.</li> <li>• Data element definitions.</li> <li>• Information required for submitting files.</li> </ul>	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
CALPADS Extract Specifications (CES)	This document contains information intended to assist LEA staff in understanding the specifications of each of the CALPADS extracts.	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
CALPADS Code Sets	This document contains all codes used in CALPADS.	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
CALPADS Data Guide (this guide)	This document contains information regarding: <ul style="list-style-type: none"> <li>• The data that must be submitted to CALPADS.</li> <li>• How the data are used.</li> </ul>	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
SSID and Enrollment Procedures	This document contains: <ul style="list-style-type: none"> <li>• Procedures for acquiring and maintaining SSIDs.</li> <li>• Procedures for enrolling and exiting students.</li> </ul>	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
CALPADS User Manual	This document contains detailed instructions on “how to use” CALPADS, including: <ul style="list-style-type: none"> <li>• How to log in.</li> <li>• How to navigate.</li> <li>• How to enroll a student, etc.</li> <li>• How to map local codes.</li> </ul>	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>  This document can also be found within the actual CALPADS system (i.e., via logging in to CALPADS) under the Help tab.
CALPADS Assessment User Manual	This document is an extension of the user manual. The document includes information relevant only to Assessment functionality.	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>  (can also be found within the CALPADS system, under the Help tab)
LEA CALPADS Administrator Guidelines and Application	This document contains information on how to apply for LEA CALPADS Administrator access.	To access this document, fill out a CALPADS Service Request Form here: <a href="http://www2.cde.ca.gov/calpadshelp/default.aspx">http://www2.cde.ca.gov/calpadshelp/default.aspx</a> .

*Continued on next page*

## 1.2 CALPADS Documents, Continued

**CALPADS documents, Continued**

Name of Document	What the Document Contains	Where to Find the Document
CALPADS LEA Operations Manual	This document contains information for LEA CALPADS Administrators regarding: <ul style="list-style-type: none"> <li>• How to assign local user access.</li> </ul>	LEA CALPADS Administrators can request access to this document by doing either of the following: <ol style="list-style-type: none"> <li>1. Fill out a CALPADS Service Request Form:  <a href="http://www2.cde.ca.gov/calpads/help/default.aspx">http://www2.cde.ca.gov/calpads/help/default.aspx</a></li> <li>2. Send an e-mail to <a href="mailto:calpads-support@cde.ca.gov">calpads-support@cde.ca.gov</a> requesting the document.</li> </ol> NOTE: This document is only provided to LEA CALPADS Administrators.
CALPADS Error List	This document contains descriptions of CALPADS error messages.	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
CALPADS Valid Code Combinations	This document contains valid code combinations per the CALPADS File Specifications.	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
CALPADS Frequently Asked Questions (FAQs)	This online resource contains answers to frequently asked CALPADS-related questions.	<a href="http://www.cde.ca.gov/ds/sp/cl/faq.asp">http://www.cde.ca.gov/ds/sp/cl/faq.asp</a>
CALPADS Known Issues	This series of documents provides information about known (i.e., reported) system-related issues.	<a href="http://www.cde.ca.gov/ds/sp/cl/knownissues.asp">http://www.cde.ca.gov/ds/sp/cl/knownissues.asp</a>
CALPADS Release Updates	This series of documents provides the latest release information, as well as release history, about CALPADS.	<a href="http://www.cde.ca.gov/ds/sp/cl/releaseupdates.asp">http://www.cde.ca.gov/ds/sp/cl/releaseupdates.asp</a>

*Continued on next page*

## 1.2 CALPADS Documents, Continued

---

**CALPADS File Specifications** The CALPADS File Specifications document is intended for LEA staff responsible for submitting data to CALPADS.

The CALPADS File Specifications provide:

- Information on each of the CALPADS file formats, including:
  - Data element number.
  - Data element public name.
  - Field type.
  - Maximum field length.
  - Data element definitions.
  - Name of the code set required for a data element.
  - Validation rules.
  - Whether a data element is required.
  - Whether a data element is an operational key.
  - Whether a field is allowed to be updated.
- A description of CALPADS processing methods.
- Data certification requirements.
- Descriptions of the CALPADS Operational Data Store (ODS) and SSID download formats.
- CALPADS character sets.
- Extensible markup language (XML) schemas.

---

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

- ODS Extracts
- SSID Extract
- Candidate List Extract
- Replacement SSID Extract
- Rejected Records Extract
- Direct Certification Extract

---

*Continued on next page*

## 1.2 CALPADS Documents, Continued

---

### **CALPADS Code Sets**

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

---

### **CALPADS Data Guide (this guide)**

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

The CALPADS Data Guide describes:

- What data must be maintained in local systems.
- When the data are needed for submission to CALPADS.
- How to prepare for each submission.
- What types of data are expected to be submitted or updated during each submission window.
- What reports must be certified by LEAs.
- How the data in CALPADS are used to create state and federal reports.
- What state and federal reports are being created from CALPADS data.
- Charter school reporting and state assessment administration.

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

---

*Continued on next page*

## 1.2 CALPADS Documents, Continued

---

### **SSID and Enrollment Procedures**

The SSID and Enrollment Procedures document describes:

- The educational agency responsibility for SSIDs.
- The assigning of SSIDs.
- An LEA's responsibility to correct data.
- Procedures for enrolling and exiting students.
- Procedures for pre-enrolling students.
- Enrollment types: Primary, secondary, short-term, and receiving specialized services.
- Procedures for resolving SSID anomalies, concurrent enrollments, multiple identifiers, and exit reason discrepancies.
- State adjustments to dropout counts due to lost transfers and re-enrolled dropouts.

Procedures for exiting students upon school closure.

---

### **CALPADS User Manual**

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

- How to navigate within CALPADS.
  - How to access CALPADS.
  - How to enroll students (through online and batch processes).
  - How to manage submissions.
  - How to submit data for state reporting.
  - How to view reports.
  - How to certify reports.
  - How to map local codes to CALPADS codes.
- 

### **CALPADS Assessment User Manual**

This document is an extension of the CALPADS User Manual (it may be thought of as an additional "chapter" in the User Manual, though published separately). This document includes information relevant only to Assessment functionality.

---

*Continued on next page*

## 1.2 CALPADS Documents, Continued

---

### **LEA CALPADS Administrator Guidelines and Application**

The LEA CALPADS Administrator Guidelines and Application document is intended for the local superintendent and the LEA CALPADS Administrator. This document provides:

- Instructions on how to apply for LEA CALPADS Administrator access.
  - Descriptions of CALPADS user responsibilities.
  - Rules of behavior.
  - Descriptions of the California Department of Education process for granting LEA CALPADS Administrator access.
- 

### **CALPADS Operations Manual**

The CALPADS Operations Manual is intended for the LEA CALPADS Administrator. This document provides information on how to set up local user access.

---

### **CALPADS Error List**

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

---

### **CALPADS Valid Code Combinations**

The CALPADS Valid Code Combinations document contains valid code combinations per the CALPADS File Specifications.

---

### **CALPADS Frequently Asked Questions (FAQs)**

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

---

### **CALPADS Known Issues**

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

---

### **CALPADS Release Updates**

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

---

*Continued on next page*

## 1.3 CALPADS Contacts and Resource Information

### CALPADS primary e-mail contact information

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

For questions about:	Contact:	Via One of these Methods:
<b>Anything</b> related to CALPADS, including: <ul style="list-style-type: none"> <li>Using CALPADS, or for help with technical system issues</li> <li>Policies or programs</li> <li>LEA CALPADS Administrator access</li> <li>Anything related to CALPADS!</li> </ul>	The CALPADS Service Desk	Submit a service request online: <a href="http://www2.cde.ca.gov/calpads/help/default.aspx">http://www2.cde.ca.gov/calpads/help/default.aspx</a>  Or: Send an email to: <a href="mailto:calpads-support@cde.ca.gov">calpads-support@cde.ca.gov</a>

### CALPADS Operations Office

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

Address	Phone	E-mail Address:
California Department of Education CALPADS Operations Office 1430 N Street, Suite 6416 Sacramento, CA 95814-5901	916-324-6738	<a href="mailto:calpads-support@cde.ca.gov">calpads-support@cde.ca.gov</a>

### CALPADS Service Desk

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

Phone	E-mail Address:
916-325-9210	<a href="mailto:calpads-support@cde.ca.gov">calpads-support@cde.ca.gov</a>

### CALPADS Web site

All general information related to CALPADS, including the background/history of CALPADS, current updates, schedules, system and user documents, and correspondence, is posted on the CALPADS Web site. The CALPADS Web site is located at <http://www.cde.ca.gov/calpads>.

### CALPADS system: User logon

The CALPADS system—the actual portal where users log on—can be accessed at <https://www.calpads.ca.gov>.

Users must have a logon ID and password to log on to CALPADS.

*Continued on next page*

## 1.3 CALPADS Contacts and Resource Information, Continued

---

### **CALPADS listserv**

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

<b>For:</b>	<b>Sign up for:</b>	<b>To subscribe:</b>
General CALPADS announcements	The CALPADS-LEA listserv	Go to the CALPADS-LEA listserv at <a href="http://www.cde.ca.gov/ds/sp/cl/listservs.asp">http://www.cde.ca.gov/ds/sp/cl/listservs.asp</a> .
LEA CALPADS Administrators	The CALPADS-Administrator listserv	The CDE automatically places all LEA CALPADS Administrators on the CALPADS-Administrator listserv.

---

## 1.4 CALPADS Overview

---

### **CALPADS overview**

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

- Students.
- District and school certificated staff.

### **What does CALPADS do for local educational agencies?**

CALPADS provides LEAs with:

- Access to longitudinal data and reports on their own students
- Immediate access to information on new students, such as the students' program participation, English learner (EL) statuses, and assessment scores
- An efficient means for meeting state and federal reporting requirements
- Student counts that can be used to project funding levels
- Identification of students who are automatically eligible for free meals under the National School Lunch Program (NSLP), or who are foster youths

### **How does this benefit LEAs?**

Access to this information enables LEAs to:

- Place students appropriately
- Determine whether any assessments are necessary
- Locate students thought to have dropped out
- Analyze data to support local decision making
- Provide free meals to eligible students
- Provide services and support to foster youth

---

*Continued on next page*

## 1.4 CALPADS Overview, Continued

### Types of data in CALPADS

The following table illustrates the types of data captured in CALPADS.

Student data include:	Staff data include:	Course data include:
<ul style="list-style-type: none"> <li>• Enrollment</li> <li>• Demographics</li> <li>• Program eligibility and participation</li> <li>• Program information and services</li> <li>• Career Technical Education</li> <li>• Grade level</li> <li>• English language acquisition status</li> <li>• Course enrollment and completion</li> <li>• Discipline (suspensions and expulsions)</li> <li>• Statewide assessment</li> <li>• Foster status</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic</li> <li>• Job classification by full-time equivalency (FTE)</li> <li>• Assignment</li> <li>• Service years</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed information on course offerings (e.g. English learner services, class size)</li> <li>• Teachers assigned to courses</li> </ul>

Each of these types of data is represented by data elements that have specific names and definitions. All of the data elements used in CALPADS, along with their definitions, can be found in the CALPADS File Specifications.

### About data elements

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

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

Term	Definition/Comments
Code	<ul style="list-style-type: none"> <li>• A data element that requires population with a range of alphabetic or numeric coded data values that indicate the existence of a code table</li> <li>• Should not be used if data values are not coded</li> </ul>
Indicator	<ul style="list-style-type: none"> <li>• An indicator of two possible conditions</li> <li>• A binary situation, such as, on/off, true/false, 0/1, or yes/no</li> <li>• Similar to <i>flag</i></li> </ul>

*Continued on next page*

## 1.4 CALPADS Overview, Continued

---

### LEAs report data to CALPADS

LEAs submit student, staff, and course data to the state via CALPADS.

#### Generally:

- LEAs submit “data” versus “reports” to CALPADS.
- From the individual-level data submitted to CALPADS, the CDE creates aggregate reports to meet state and federal reporting requirements.
- LEAs no longer submit specific reports, as they had in the past, such as the Language Census (LCEN) or Student National Origin Report (SNOR); instead:
  - LEAs submit data to CALPADS, and from those data, these reports are created.

#### More specifically:

- LEAs are able to update their data in CALPADS on an ongoing basis.
- LEAs may view their data reports, at any time, in CALPADS.
- During specific “snapshot collection windows,” virtual “snapshots” are taken of selected data in CALPADS.
- CALPADS provides LEAs with reports that reflect an aggregation of the individual-level data in the snapshots:
  - LEAs have the opportunity to review these aggregate reports and to amend data.
  - From the aggregate reports, LEAs are able to “drill down” to reports that display the individual-level data that make up the aggregate reports.
  - LEAs are required to certify these reports.

#### **LEAs are encouraged to maintain data in their local systems and in CALPADS on an ongoing basis.**

- Updating local systems on an ongoing basis enhances the LEAs’ use of their own data and ensures that the data exist in the local systems so that it can be extracted and submitted to CALPADS when needed.
- Updating CALPADS as students enroll and exit schools will ensure that all LEAs have access to the most up-to-date information on transferring students.
- Updating CALPADS on an ongoing basis minimizes the amount of work that LEAs must perform to certify their data.
- Updating CALPADS on an ongoing basis helps resolve SSID anomalies.

---

*Continued on next page*

## 1.4 CALPADS Overview, Continued

---

### **Information provided to LEAs**

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

- Students directly certified to receive free meals under the National School Lunch Program
- Students who are foster youth

## 1.4 CALPADS Overview, Continued

### LEA staff member assignments

The CDE requires that LEAs designate the following roles:

Role	Description
<b>LEA CALPADS Administrator</b>	<ul style="list-style-type: none"> <li>• Each county/district superintendent and independently-reporting charter school administrator must designate an LEA CALPADS Administrator to ensure that all data collection and reporting procedures are followed.</li> <li>• LEA CALPADS Administrators are designated through an application process administered by the CALPADS Operations Office.</li> <li>• LEA CALPADS Administrators are responsible for assigning and maintaining user access to CALPADS within the LEAs, including assisting them with user/password issues.</li> <li>• LEA CALPADS Administrators may or may not serve as the primary sources for understanding the data that LEAs must collect and maintain for submission to CALPADS.</li> <li>• LEA CALPADS Administrators should provide assistance to their local users, including submitting service requests.</li> <li>• LEA CALPADS Administrators should refer to the CALPADS Operations Manual for descriptions of their given responsibilities and functions.</li> </ul>
<b>Level 1 Certifier</b>	A Level 1 Certifier provides first-level certification of data. This person may be the LEA CALPADS Administrator.
<b>Level 2 Certifier</b>	A Level 2 Certifier is the LEA Superintendent or his/her designee.

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

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

*Continued on next page*

## 1.4 CALPADS Overview, Continued

---

**How the state  
will use  
CALPADS  
data**

Data collected through CALPADS are used, in part or in whole, by the CDE to produce the following required state and federal reports:

**State reports**

- California Basic Educational Data System (CBEDS).
- Language Census.
- Education Code (EC) sections 10600–10610.
- Governmental Code sections 13073 and 13073.5.
- California Code of Regulations, Title V, Section 97.

**Federal reports**

- State NCLB Consolidated State Performance Report (CSPR) – Public Laws 94-142 and 94-482.
- EdFacts reporting requirements (Title 34, Code of Federal Regulations [CFR], Part 76).
- Student National Origin Report.
- Carl Perkins.
- Titles VI and IX of the Civil Rights Act of 1964, as amended.

---

*Continued on next page*

## 1.4 CALPADS Overview, Continued

---

**How the state will use CALPADS data,**  
continued

### Public posting

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

- Provision of CALPADS aggregate data to support portions of the CDE's DataQuest system, which provides the general public with access to aggregate information on the state's schools.
- Provision of CALPADS aggregate data to support portions of the School Quality Snapshot (Enrollment by Race/Ethnicity, Subgroup Enrollment, Average Class Size, Percentage of Graduates Meeting University of California "a-g" Requirements, and Suspensions and Expulsions as a Percentage of Enrolled Students), which provides aggregate information on key school aspects.
- Provision of CALPADS aggregate data to LEAs to populate the School Accountability Report Card (SARC), which LEAs are required to post for each of their schools.

### Funding

CALPADS *enrollment* and *free or reduced-price meal (FRPM)* counts are used to determine **funding** for a number of programs, including, but not limited to:

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

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

- After School Education and Safety Program
- 21st Century Community Learning Centers Program
- E-Rate
- Charter School Facility Grant Program

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

---

*Continued on next page*

## 1.4 CALPADS Overview, Continued

---

**How the state will use CALPADS data,**  
Continued

### **Accountability**

Data (student enrollment/exit, demographic, and program participation data) are pulled periodically from the CALPADS Operational Data Store (ODS) and used to determine accountability measures relevant to: The state Academic Performance Index (API) and the federal Adequate Yearly Program (AYP). Specifically:

- CALPADS student enrollment and exit data are used to determine the 4-year cohort graduation rate.
- CALPADS student enrollment and exit data are used to determine whether students are continuously enrolled.
- CALPADS student demographic and program participation data are used to determine student accountability groups, including No Child Left Behind subgroups of English learner, socio-economically disadvantaged, and special education.

### **Other Uses of CALPADS Data**

The CDE also uses CALPADS data for these purposes:

- For the CDE's **DataQuest**, which provides the general public with access to aggregate information on the state's schools and districts.
- To respond to ad hoc report requests from policy makers, researchers, and other entities.
- To provide the Department of Finance with enrollment counts used for budget projections.

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

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

LEAs will be notified of any data requests from researchers that specifically involve the given LEAs' data

---

*Continued on next page*

## 1.4 CALPADS Overview, Continued

---

### **CALPADS snapshot collection windows (official submission windows) and certification reports**

LEAs may submit data to CALPADS on an ongoing basis. During the fall and at the end of the traditional school year, CALPADS takes “snapshots”—or “collects” specified groups of data—in CALPADS and places the snapshots in a database. The periods during which these snapshots are taken are called “snapshot collection windows” (also referred to as “official submission windows”). From the snapshot database, CALPADS creates certification reports for LEAs to review and certify.

#### **LEA review and certification of reports**

LEAs must review the certification reports, and they must certify their reports by the specified certification deadlines. LEAs may amend their data, if need be, at any point until the certification deadline given for each snapshot collection window (i.e., official submission window). CALPADS will take new snapshots of the data and will create new reports. When LEAs are satisfied with the reports, they may certify them, at which point the data are “frozen,” and no further snapshots are taken.

#### **LEA amendment of data/re-certification of reports**

Following the close of each snapshot collection window (official submission window) is an “amendment window,” during which LEAs may de-certify, then amend and re-certify their data. LEAs may amend their data during this window and then must **re-certify** the reports by the close of the amendment window.

---

*Continued on next page*

## 1.4 CALPADS Overview, Continued

### CALPADS submissions

Each official submission window has specified “submissions” that represent specific groups of data. The fall submission includes the certification of data as of Census Day. The end-of-year submissions include cumulative information from the just-completed school year.

The table below summarizes the **general** timeline for each of the fall and end-of-year submissions. Specific dates for the *official submission windows* and the *amendment windows*, as well as specific dates for the *certification deadlines*, are published on the CDE CALPADS Calendar Web page (located via the Calendar link near the top of the CDE CALPADS Web page: <http://www.cde.ca.gov/calpads>). This table is meant to be representative of general window timelines. LEAs should go through their regular CALPADS communication channels to inquire about the specific dates year-to-year.

Sub-mission	Census Day**	Official Submission Window	Amendment Window	Types of Data
Fall 1	Fall	Fall Census Day – Mid-December	Mid-December – Mid-February	Enrollment, graduates, dropouts, English language acquisition statuses, eligible immigrant counts, and unduplicated disadvantaged student counts.
Fall 2	Fall	Fall Census Day – Early March	Early March – Early April	Student course enrollment, staff job classifications, and staff assignments.
EOY* 1	None	Early June – Late July	Early August – Early September	Course completion and career technical education.
EOY 2	None	Early June – Late July	Early August – Early September	Program participation.
EOY 3	None	Early June – Late July	Early August – Early September	Student discipline.

\*EOY = End of Year.

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

*Continued on next page*

## 1.4 CALPADS Overview, Continued

---

### The CALPADS Operational Data Store (ODS)

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

#### When may LEAs update the CALPADS ODS?

LEAs may update the CALPADS ODS at any time.

#### ODS Reports

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

#### Use of data from the ODS for accountability purposes

Data from the ODS are pulled from CALPADS on specified dates and used to determine accountability measures (see the *Accountability* heading in the block earlier in this section entitled *How the state will use CALPADS data*). Note again that when data are pulled from the CALPADS ODS for accountability purposes, the ODS takes the data that are in the ODS as of that given date, which does not necessarily reflect the last snapshot of certified data. In other words: If data are certified in a given month, for example, and a month later, data are pulled from the ODS for accountability purposes—and there have been changes made to the data within that month (*since* the last certification)—it is the *new, latest* data (and not the data that were last certified) that are being pulled for accountability. Thus for accountability, the ODS is not pulling the “last known snapshot” of certified data: The ODS is pulling data as of a given specified date.

---

### For more information about CALPADS submissions

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

- **Appendix A** in this guide provides a summary of the files required for each submission (excerpted from the CALPADS File Specifications). The CALPADS File Specifications provide detailed information about the data required for each submission.
  - **Appendix B** in this guide provides a summary of the reports that LEAs must certify for each submission, along with supporting reports for each submission. Appendix B also includes a summary of reports available to counties and authorizing LEAs.
-

## 1.5 Statewide Student and Educator Identifiers

---

### 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 they should maintain the SSIDs in their local systems as well as in CALPADS.

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

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

---

### Where to find more information on SSIDs

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

For information on:	Refer to:	Which can be found here:
How to acquire and maintain SSIDs in CALPADS	The CALPADS User Manual	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
<ul style="list-style-type: none"> <li>• Enrollment procedures</li> <li>• Entities responsible for acquiring SSIDs</li> <li>• SSID anomalies</li> </ul>	The SSID and Enrollment Procedures document	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>

*Continued on next page*

## 1.5 Statewide Student and Educator Identifiers, Continued

---

### **Statewide Educator Identifier (SEID) overview**

All educators working in public K–12 California local educational agencies in positions that require credentials from the Commission on Teacher Credentialing (CTC) are required to have statewide educator identifiers (known as “SEIDs;” the acronym is pronounced “seed” in its singular form) assigned by the CTC. SEIDs should be maintained in LEAs’ local systems (e.g., human resources systems or student information systems) if possible.

- The SEID is a unique, 10-digit, random, system-generated, non-personally-identifiable number produced by the CTC.
- SEIDs are essential components of CALPADS.
- SEIDs are used to:
  - Maintain data on individual educators over time.
  - Link educator credential information with assignment information, thus aiding the monitoring of assignments.
- A SEID is required for the submission of staff data to CALPADS. Any staff record without a SEID will not be accepted by CALPADS.
- The CTC assigns SEIDs to applicants for credentials based on applications to the CTC for Certificates of Clearance.
- The CTC has assigned SEIDs to all active educators in the CTC’s database. LEAs should contact the CTC directly if a given educator does not have a SEID.

SEIDs are required in the course records. CALPADS *will accept course records* without SEIDs in specific circumstances. See the SEID section in the Staff Data Overview in this guide for details.

---

*Continued on next page*

## 1.5 Statewide Student and Educator Identifiers, Continued

---

### Where to find SEIDs

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

- LEAs should contact their County Credential Analysts for the SEIDs. The Commission on Teacher Credentialing provides all county offices of education with accessibility to weekly downloads (pdfs or flat files) of newly issued documents to educators (provided that the educators have provided their counties of employment on their applications); these files also include the SEIDs. County offices will work with LEA staff to get SEID files for LEA educators.
- LEAs may look up individual educators by using the online SEID look-up tool, which is available via the CTC's Credential Information Guide (CIG) at <https://info.ctc.ca.gov/fmp/seid/lookup.php>.
  - The SEID look-up tool requires a CIG logon ID and password:
    - LEAs may request a CIG logon ID and password by sending an e-mail to the CTC's Information Services Unit at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).

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

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

---

### Are SEID numbers required for all LEA staff?

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

---

### Are all administrators required to have a SEID, such as a non-certificated Assistant Superintendent?

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

---

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

If a district has used a "local assignment option" to assign a non-certificated staff member to a position requiring certification, or employs a non-certificated non-core charter school teacher, the individual can apply for a Certificate of Clearance from the Commission on Teacher Credentialing. A SEID will then be assigned to the individual. It should be noted however, that this is NOT mandatory.

---

*Continued on next page*

## 1.5 Statewide Student and Educator Identifiers, Continued

---

**Staff must have a SEID in order to submit “9999999999” in Staff Demographic and Staff Assignment records**

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

---

**A SEID is not required for submission of “9999999999” in the Course Section record**

If a given staff person assigned to a particular course section does not have a SEID, a generic identifier of 9999999999 may be submitted in the Course Section record. Following are examples of when this might occur:

- Non-certificated charter school teachers.
- Teachers delivering courses at a Regional Occupational Center.
- College professors delivering college courses to high school students.
- Teachers delivering online courses provided by a public or private agency.
- New teachers who have not been issued a SEID.

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

---

**A SEID is required for lifetime credential holders in order to submit “9999999999” in Course Section records**

The CTC’s conversion project was completed in 2010, and all lifetime credential holders should now have SEIDs. If a given teacher in an LEA has lifetime credentials and does not yet have an assigned SEID, the LEA should contact the CTC at [SEID@ctc.ca.gov](mailto:SEID@ctc.ca.gov) in order to obtain a SEID for the teacher.

---



## Chapter 2: Data Groups

---

### Introduction

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

- Which data should be maintained in LEAs' local, "internal" systems.
  - When data should be available in local systems to support updating CALPADS.
  - Which data must be certified, and when.
- 

### Contents

This chapter contains the following topics:

	<b>Topic</b>	<b>See Page</b>
2.1	Student Data Overview	38
2.2	Staff Data Overview	87
2.3	Course Data Overview	102

---

## 2.1 Student Data Overview

---

### Contents

The Student Data section contains the following student data topics:

	Topic	See Page
2.1	Student Data Overview	38
2.1.1	Student Enrollment (includes enrollment and exits)	42
2.1.2	Student Information (Demographic)	53
2.1.3	Student Program – Eligibility and Participation	58
2.1.4	Student Discipline	71
2.1.5	Student Waivers	85

---

### Groups of student data

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

- **Student Enrollment (SENR)**  
 This group of data includes student enrollments and exits from public schools and certified non-public non-sectarian schools (NPS), and student grade levels.
- **Student Information (SINF)**  
 This group of data primarily includes demographic information about students that generally does not change, and it also includes address information.
- **Student Program (SPRG)**  
 This group of data includes students’ eligibilities for or participation in particular educational programs. The section on student program data specifies the programs for which LEAs must report data, and which data should be reported on an ongoing basis.
- **Student Discipline (SDIS)**  
 This group of data includes student suspension and expulsion information.
- **Student Career Technical Education (SCTE)**  
 This group of data includes information about student Career Technical Education concentrators and completers. (Note: Information related to CTE is located in Chapter 3: Student Populations and Program Areas.)
- **Student English Language Acquisition (SELA)**  
 This group of data includes information about students’ primary language and their statuses in acquiring the English language. (Note: Information related to English learners and the data submitted on the SELA is located in Chapter 3: Student Populations and Program Areas.)

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

---

*Continued on next page*

## 2.1 Student Data Overview, Continued

---

**Certain student data change frequently, and should be updated in CALPADS on an ongoing basis**

LEAs should update the following student data in CALPADS on an **ongoing basis**:

- Student enrollment (includes enrollment, exits, and grade level).
  - Student program eligibility for free and reduced-price meals (FRPM), special education, 504 accommodation plan, migrant, homeless, and gifted and talented.
- 

**Benefits of updating these data on an ongoing basis**

Keeping student enrollment, demographic, information, and program eligibility data current in CALPADS:

- Makes it easier to select the correct SSIDs for transferring students with current enrollment histories.
  - Ensures that LEAs have access to current data on students transferring to those LEAs' districts, thus helping the LEAs place new students in appropriate programs.
  - Minimizes LEA workload during snapshot collection windows.
  - Ensures that the CALPADS ODS is up-to-date when data are pulled for statewide assessment registration and accountability purposes.
- 

**Certain student data should be updated in CALPADS when changes occur**

LEAs should update the following student data in CALPADS only when changes occur:

- Student demographic information.
- Student English language acquisition status.

LEAs should update the following student data in CALPADS in time for the End-of Year (EOY) 2 submission:

- Student program participation in the following programs:
    - Opportunity
    - California Partnership Academy
    - Pregnant or Parenting
    - NCLB Title I Part A Basic Targeted
    - NCLB Title I Part A Neglected
    - Transitional Kindergarten
- 

*Continued on next page*

## 2.1 Student Data Overview, Continued

---

**Student data submitted to CALPADS as full replacement files should be maintained locally on an ongoing basis — but may be submitted during the submission window**

LEAs should maintain the following student data in their local student information systems (SIS) on an ongoing basis, but since these data are submitted in a full replacement file, LEAs may choose to submit the data to CALPADS for the first time at the beginning of the collection window:

- Student discipline data.
- Student waiver data.
- Student career technical education data.

---

*Continued on next page*

## 2.1 Student Data Overview, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following reports related to *student data*:

Sub- mission	Census Day**	Official Submission Window***	Re- port #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.1	Enrollment – Primary Status by Subgroup
			1.6	Graduates and Dropouts by Subgroup
			1.9	Completers and Dropouts – Count
			1.17	FRPM/English Learner/Foster Youth – Count
			2.1	Title III Eligible Immigrants – Count
			2.8	English Language Acquisition Status – Count by Primary Language
			2.9	English Language Acquisition Status – Census Comparison
Fall 2	Fall	Fall Census Day – Early March	2.4	English Learner Education Services – Student Count Unduplicated***
			3.6	Course Section Enrollment – Count by Content Area***
EOY* 1	None	Early June – Late July	3.12	Career Technical Education Concentrators and Completers – Count Disaggregated
			3.14	Career Technical Education Concentrators and Completers – Count by Pathway
			3.9	Course Sections Completed – Count by Content Area for Departmentalized Courses****
EOY 2	None	Early June – Late July	5.1	Program Participants – Count
EOY 3	None	Early June – Late July	7.2	Disciplinary Actions – Count by Offense
			7.4	Disciplinary Actions – Persistently Dangerous Offense Expulsions

\***EOY** = End of Year.

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

\*\*\*Followed by an amendment window.

\*\*\*\*These are reports created from *course section data* and *student course section data*. See the section on Course Data in this guide.

## 2.1.1 Student Enrollment (includes enrollment and exits)

---

### Introduction

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

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

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

---

### Student enrollment and exit data elements

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

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

(this table continues on the following page)

---

*Continued on next page*

## 2.1.1 Student Enrollment (includes enrollment and exits), Continued

**Student enrollment and exit data elements, Continued**

Field #	Data Element Public Name	Comment
1.05	School of Attendance	<ul style="list-style-type: none"> <li>This element reflects the 7-digit school code of the school that the student is attending.</li> <li>For a student who is attending a certified NPS school, the LEA must identify the School of Attendance as "0000001," and the LEA must indicate—in the <i>School of Attendance NPS</i> field—the state-assigned unique school code for the NPS that the student is attending.</li> <li>For a student who is enrolled in a district-level home/hospital or independent study program and who is <b>not</b> receiving instruction through his/her <b>school of residence</b> (i.e., the school that the student would normally be attending if he/she were not enrolled in the program), the LEA should enter the 7-digit county-district code in the <i>School of Attendance</i> field.</li> </ul>
1.06	School of Attendance NPS	<ul style="list-style-type: none"> <li>This element reflects the 7-digit school code of the certified NPS that the student is attending.</li> <li>This element is required only for special education students attending NPS schools.</li> <li>If a student is attending a non-public school that is not certified by the CDE, the LEA should submit a school code of "9999999." On the online maintenance screen, the LEA should select the school entity called "Noncertified Nonpublic Nonsectarian School."</li> </ul>
1.07	Academic Year ID	This element reflects the academic year.
1.08	SSID	This element is required when enrolling or exiting a student.
1.09	Local Student ID	This element reflects the unique student ID assigned by an LEA.
1.10 1.11 1.12 1.13	Student Legal Name (first, middle, last, suffix)	<ul style="list-style-type: none"> <li>These elements reflect the basic demographic data needed to enroll or exit a student.</li> <li>The student's legal name (first, middle, last, suffix) should be used.</li> </ul>
1.14 1.15 1.16	Student Alias Name (first, middle, last)	These are optional elements that, if provided, assist LEAs in matching students.
1.17	Student Birth Date	This is a required element used in the SSID matching process. It is important that this date is accurate, and it should not change.
1.18	Student Gender Code	This element reflects the basic demographic data needed to enroll or exit a student. This element is required.
1.19	Student Birth City	This is an optional element that, if provided, assists LEAs in matching students.

*Continued on next page*

## 2.1.1 Student Enrollment (includes enrollment and exits), Continued

**Student enrollment and exit data elements, Continued**

Field #	Data Element Public Name	Comment
1.20	Student Birth State Province Code	This is an optional element that, if provided, assists LEAs in matching students.
1.21	Student Birth Country Code	This element reflects the basic demographic data needed to enroll or exit a student. This element is required.
1.23	Enrollment Start Date	<ul style="list-style-type: none"> <li>It is important that a student's enrollment start date at a school is accurate in order to prevent concurrent enrollments with other LEAs.</li> <li>Note that a student's enrollment start date cannot overlap with his/her exit date from another school in the same LEA.</li> <li>See the CALPADS File Specifications for the definition of <i>Enrollment Start Date</i>.</li> <li>This element is required.</li> </ul>
1.24	Enrollment Status Code	<ul style="list-style-type: none"> <li>CALPADS code values include:               <ul style="list-style-type: none"> <li>Primary enrollment.</li> <li>Secondary enrollment.</li> <li>Short-term enrollment.</li> <li>Receiving specialized services only.</li> </ul> </li> <li>See the CALPADS Code Sets, Enrollment Status, for definitions of each enrollment status.</li> <li>See the SSID and Enrollment Procedures for details regarding when to use specific enrollment statuses.</li> <li>This element is required.</li> </ul>
1.25	Grade Level Code	<ul style="list-style-type: none"> <li>This element reflects the grade level of a given student.</li> <li>The grade level can be updated using the Student Enrollment File with Exit Code 150 or online in the CALPADS system.</li> <li>Ungraded elementary and ungraded secondary grade levels are only to be used for students in the special education program.</li> </ul>
1.26	Enrollment Exit Date	<ul style="list-style-type: none"> <li>It is important that a student's enrollment exit date from a school is accurate in order to prevent concurrent enrollments with other LEAs.</li> <li>Note that a student's enrollment exit date cannot overlap with his/her enrollment start date at another school in the same LEA.</li> <li>See the CALPADS File Specifications for the definition of <i>Enrollment Exit Date</i>.</li> </ul>

*Continued on next page*

## 2.1.1 Student Enrollment (includes enrollment and exits), Continued

**Student enrollment and exit data elements, Continued**

Field #	Data Element Public Name	Comment
1.27	Student Exit Reason Code	<ul style="list-style-type: none"> <li>• See the CALPADS Code Sets, Student Exit Category, for a list of valid exit reasons.</li> <li>• If a student exits a school by completing a given academic program provided at that school (E230), a <b>Student School Completion Status</b> must also be provided.</li> <li>• See the relevant section in Chapter 3, <i>Student Populations and Program Areas</i>, in this guide for information about which exit codes may be counted as dropouts.</li> </ul>
1.28	Student School Completion Status	<ul style="list-style-type: none"> <li>• See the CALPADS Code Sets, School Completion Status, for a list of valid and usable completion statuses (e.g., graduated, standard high school diploma, special education certificate of completion, promoted, etc.).</li> <li>• This element is required if a student has been exited with a “Completer Exit” (E230).</li> <li>• See the relevant section in Chapter 3, <i>Student Populations and Program Areas</i>, in this guide for information about which completion codes may be counted as dropouts or graduates.</li> </ul>
1.29	Expected Receiver School of Attendance	<p>The LEA may indicate the <b>Expected Receiver School of Attendance</b> by including the unique state-assigned school code of the school in which the student is expected to attend, if:</p> <ul style="list-style-type: none"> <li>• A student exited a school because he or she transferred involuntarily due to a disciplinary action.</li> <li>• A student exits an alternative school to return to a traditional or non-alternative school.</li> </ul>
1.30	Student Met All UC and/or CSU Requirements Indicator	<p>This indication is required for all students with a school completion status of 100 (Graduated, standard high school diploma).</p>

*Continued on next page*

## 2.1.1 Student Enrollment (includes enrollment and exits), Continued

**Student enrollment and exit data elements, Continued**

Field #	Data Element Public Name	Comment
1.31	Student School Transfer Code	<ul style="list-style-type: none"> <li>This indicates the type of transfer that occurred between two districts, districts and county offices of education, or schools within a district.</li> <li>County Offices of Education must provide this code for all students except those enrolled in a Juvenile Court School.</li> <li>All students with a Student School Transfer Code other than Disciplinary COE School Transfer (Code 5) will be attributed to the District of Geographic Residence to determine the unduplicated pupil count for the supplemental and concentration grant calculation of the Local Control Funding Formula (LCFF).</li> <li>Charter schools that are authorized by County Offices of Education who are operating alternative programs that the county office would normally offer are also required to provide this code. (See the CALPADS File Specifications for this data element.)</li> </ul>
1.32	District of Geographic Residence Code	<ul style="list-style-type: none"> <li>This is required for all students enrolled in a county office of education in order to determine which students to attribute to which district for purposes of determining LEAs' disadvantaged student count for the Local Control Funding Formula supplemental and concentration grant.</li> <li>This field should be populated with a county-district code representing an active, open district that is not a county office of education or charter school.</li> </ul>

**Student enrollment and exit data should be updated in CALPADS on an ongoing basis**

LEAs should update CALPADS with student enrollments and exits on an **ongoing basis throughout the year**. Enrollment updates should be submitted to CALPADS with actual enrollment and exit dates, on a timely basis, generally within 14 days of students' actual start and exit dates.

At the end of each school year, LEAs must also exit all students and then re-enroll students in the next school year.

For more specific instructions on how to enroll and exit students in CALPADS, refer to the CALPADS User Manual. For the procedures that LEAs should follow when enrolling and exiting students, refer to the CALPADS SSID and Enrollment Procedures document.

*Continued on next page*

## 2.1.1 Student Enrollment (includes enrollment and exits), Continued

---

### **Benefits of updating CALPADS on an ongoing basis**

Keeping student enrollment data current in CALPADS:

- Makes it easier to select the correct SSIDs for transferring students with current enrollment histories.
  - Ensures that LEAs have access to current data on students transferring to their districts, thus helping the LEAs place new students in appropriate programs.
  - Minimizes workload during submission windows.
  - Ensures that the CALPADS ODS is up-to-date when data are pulled for test registration for the California Assessment of Student Performance and Progress (CAASPP), and for accountability purposes.
- 

### **Student enrollment should be followed by submission of student information & program data**

After enrolling students in CALPADS, LEAs should immediately follow with submissions of any new or updated student information and program data. If there is no new or updated information, there is no need to submit these files. Complete student information, specific program data, and English language acquisition status are required for certification of the Fall 1 submission; therefore it is important that these data are submitted following new enrollments at the beginning of each school year. See the **student information** and **student program** sections in this chapter, and the **student English language acquisition** section of Chapter 3 for further information.

---

*Continued on next page*

## 2.1.1 Student Enrollment (includes enrollment and exits), Continued

**Considerations when updating student exit information**

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

**Things to Note:**

If...	Then...
<ul style="list-style-type: none"> <li>A student exited a school because he or she completed a given academic program (E230), →</li> </ul>	<ul style="list-style-type: none"> <li>A Student School Completion Status code must also be submitted, indicating how the student completed the program (e.g. graduated with a standard high school diploma, Special Education certification of completion, etc.).</li> </ul>
<p>A student graduated from high school with a standard diploma (100) →</p>	<ul style="list-style-type: none"> <li>The LEA must indicate whether the student met all UC and/or CSU requirements.</li> </ul>
<ul style="list-style-type: none"> <li>A student completed a school year and is expected to return to the same school the next year, →</li> </ul>	<ul style="list-style-type: none"> <li>Exit the student with an E155 with an Enrollment Exit date of the last day of school.</li> <li>The LEA may re-enroll the student with an Enrollment Start date of the first day of school of the next school year.</li> </ul>
<ul style="list-style-type: none"> <li>A student exits a school because he or she transferred involuntarily due to a disciplinary action, <i>or</i></li> <li>A student exits an alternative school to return to a traditional or non-alternative school, →</li> </ul>	<ul style="list-style-type: none"> <li>The LEA should indicate the Expected Receiver School of Attendance by including the unique state-assigned school code of the school in which the student is expected to attend.</li> </ul>
<ul style="list-style-type: none"> <li>A student exited a school because he or she did not graduate and has gone to an Adult Education school (T260), and at a later date the LEA learns that the student has earned an Adult Education High School Diploma, →</li> </ul>	<ul style="list-style-type: none"> <li>The student's exit data must be updated to E230/250 with an Enrollment Exit Date that equals the date the student earned the Adult Ed High School Diploma.</li> </ul>

*Continued on next page*

## 2.1.1 Student Enrollment (includes enrollment and exits), Continued

**Considerations when updating student exit information, Continued**

If...	Then...
<ul style="list-style-type: none"> <li>• A student in foster care turns 18 and is ordered by the court to exit a school and return to a school within the boundaries of their “primary residence,” →</li> </ul>	<ul style="list-style-type: none"> <li>• The “sending LEA” should do one of the following:               <ul style="list-style-type: none"> <li>○ Award the student a high school diploma and exit the student as a graduate if the student meets <b>all high school graduation requirements</b>, including the lower credit threshold allowed by the state for foster care students; or</li> <li>○ Exit the student as a 160 (transfer to another <b>California</b> school). If the student does not enroll in the "receiver" school, the student will be treated as a lost transfer from the "sending" school.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• A student who was expected to return to school the following academic year is pre-enrolled but fails to show up, →</li> </ul>	<ul style="list-style-type: none"> <li>• The student’s pre-enrollment record should either be:               <ul style="list-style-type: none"> <li>○ Deleted from CALPADS; <i>or</i></li> <li>○ Exited using an Exit Code of N470 (NoShow) and an exit date that is equal to or one day less than the Enrollment Start Date.</li> </ul> </li> </ul>

*Continued on next page*

## 2.1.1 Student Enrollment (includes enrollment and exits), Continued

**What reports must LEAs certify and when?**

The table below lists the enrollment and exit-related reports that LEAs must certify.

Sub-mission	Census Day	Official Submission Window**	Report #	Name of Report
Fall 1	Fall*	Fall Census Day – Mid-December	1.1	Enrollment – Primary Status by Subgroup
			1.6	Graduates and Dropouts by Subgroup
			1.9	Completers and Dropouts – Count
			1.17	FRPM/English Learner/Foster Youth – Count

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

Fall 1 reflects an LEA's enrollment as of Fall Census Day, the first Wednesday in October, and it represents the LEA's official enrollment count for the year. To ensure up-to-date student enrollment data, an LEA must:

- Submit Student Enrollment Records (SENR) for all students with Enrollment Start dates of the first day of school and the grade levels students are in for the new school year.
- Update other student information and program data that have not previously been submitted.
- Ensure that all students have been exited in the prior school year, with Enrollment Exit Dates of the last day of school or a date before August 15, annually.
- Obtain SSIDs for new students and submit required student information, program eligibility, and English learner acquisition status data.
- Ensure that SSID concurrent enrollment anomalies and multiple identifier anomalies are two percent or less.

Fall 1 also includes the certification of an LEA's official dropout and graduate counts for the previous year. See Chapter 3, *Student Populations and Program Areas*, in this guide for more information on how graduate and dropout counts are calculated.

*Continued on next page*

## 2.1.1 Student Enrollment (includes enrollment and exits), Continued

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
1.2	Enrollment – Primary Status Student List
1.3	Enrollment – Primary Status Disaggregated
1.4	Enrollment Count – State View
1.5	Enrollment by Status – Disaggregated
1.7	Graduates by Subgroup – Student List
1.8	Dropouts by Subgroup – Student List
1.10	Completers and Dropouts – Student List
1.11	Completer Exits – Count Disaggregated
1.12	Dropouts – Count Disaggregated
1.13	Exits – Count Disaggregated
1.14	Dropouts Count – State View
1.15	Matriculated No Shows – State View
1.16	Matriculated No Shows – Student List
8.1a	Student Profile Exits – List
8.1b	Student Profile Dropouts – List
8.1c	Student Profile Dropouts – State View – List
9.1	Multiple Identifier (MID) Anomalies Unresolved
10.1	Exit Reason Discrepancy (ERD) Anomalies
11.1	Concurrent Enrollment (CCE) Anomalies
12.1	SSID Anomaly Status

*Continued on next page*

## 2.1.1 Student Enrollment (includes enrollment and exits), Continued

### How are enrollment and exit information used by the state?

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

- Student enrollment counts are the LEAs' official enrollment counts for the year and are used for multiple enrollment-based funding formulas.
- Student enrollment and exit information are used to determine official counts of graduates, completers, and dropouts, in order to meet state and federal reporting requirements. Refer to relevant sections in Chapter 3, *Student Populations and Program Areas*, in this guide for descriptions of which exit and completion codes are counted as dropouts and graduates.
- Student enrollment and exit information are used to determine the 4-year cohort graduation rate and continuous enrollment used to calculate state and federal accountability measures.
- Student enrollment and exit information are used with student information and program information for public posting to the CDE's DataQuest, providing basic information about California's schools.
- Student enrollment information is used to establish a registration list of students to take the California Assessment of Student Performance and Progress (CAASPP).

### For more information

The table below provides resources for more information.

For this information:	Refer to:	Which can be found here:
Specific instructions on how to obtain SSIDs and how to enroll and exit students in CALPADS	The CALPADS User Manual	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
Procedures that LEAs should follow when enrolling and exiting students in and out of CALPADS	The SSID and Enrollment Procedures document	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
Technical information on the submission of the Student Enrollment File	The CALPADS File Specifications	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>
Information regarding which code combinations are valid for submission to CALPADS.	The CALPADS Valid Code Combinations	<a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>

## 2.1.2 Student Information (Demographic)

### Introduction

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

### Student information data elements

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

Field #	Data Element Public Name	Comment
2.11 2.12 2.13 2.14	Student Legal Name (first, middle, last, suffix)	The student's legal name (first, middle, last, suffix) should be used.
2.15 2.16 2.17	Student Alias Name (first, middle, last)	An "alias" name that a given student goes by may be submitted.
2.18	Student Birth Date	This is a required element used in the SSID matching process. It is important that this date is accurate, and it should not change.
2.19	Student Gender Code	This is a key element used in the SSID matching process. It is important that this element is accurate, and it generally should not change.
2.20	Student Birth City	This is an optional element that, if provided, assists LEAs in matching students, and it should not change.
2.21	Student Birth State Province Code	This is an optional element that, if provided, assists LEAs in matching students, and it should not change.
2.22	Student Birth Country Code	This is a required element used in the SSID matching process, and it should not change.
2.24	Hispanic Ethnicity Indicator	This is a "yes" or "no" response to the question, "Are you Hispanic?" This element reflects federal requirements for how race/ethnicity information is collected.
2.25	Student Ethnicity Missing Indicator	LEAs are required to report whether students' ethnicities are Hispanic. A response of "Y" for this data element indicates that a given student's reported ethnicity indicator has been left blank intentionally.

(this table continues on the next page)

*Continued on next page*

## 2.1.2 Student Information (Demographic), Continued

**Student information data elements, Continued**

Field #	Data Element Public Name	Comment
2.26-2.30	Race	CALPADS will accept up to five races per student. See the CALPADS Code Sets, Race Category, for valid race code values.
2.31	Student Race Missing Indicator	LEAs are required to report students' races. A response of "Y" for this data element indicates that a given student's reported race code fields have been left blank intentionally.
2.51-2.54	Guardian Name	Two guardian names may be provided. This is an optional element used solely to assist LEAs in identifying the correct students when searching for SSIDs of students already in CALPADS.
2.50	Parent Guardian Highest Education Level Code	This element is used in combination with students' eligibilities for the National School Lunch Program to determine whether given students are part of socio-economically disadvantaged subgroups.
2.36-2.40	Address	<p>Although this field is no longer required, it is important to make sure that the information is populated where applicable because this element is used for directly certifying students for eligibility in the Free and Reduced-Price Meal Program (also referred to as the National School Lunch Program).</p> <p>NOTE: CALPADS will accept Mexican addresses for students whose primary residence is in Mexico (however CALPADS will not validate authenticity of the address).</p> <p>PO Boxes are acceptable for the direct certification matching process. CalFresh (formerly known as the Food Stamp Program) participants are allowed to use a PO Box as indicated on the CalFresh Application. CalWORKs participants are also allowed to use a PO Box as their mailing address per the Department of Social Services, however because there is a residency requirement for CalWORKs participation, many county social service offices will (incorrectly) state that PO Boxes are not allowed. Use of PO Boxes is actually required for certain situations (e.g., victims of domestic violence) and encouraged in others (e.g., homeless students that cannot provide another mailing address). Therefore, it is possible for a student to be directly certified based on CalWORKs participation using a PO Box, but much less likely. CALPADS does not validate the address fields except for maximum field length so PO Boxes are allowed.</p>

*Continued on next page*

## 2.1.2 Student Information (Demographic), Continued

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

---

*Continued on next page*

## 2.1.2 Student Information (Demographic), Continued

---

**When do student information data need to be available, and how often should the data be updated?**

Except for the student address, the data on the student information file should not change, such as students' birthdate or gender, minimizing the need to continually update these data. The student information data should be provided for students with the SSIDs and reconfirmed for transferring students, because most of the demographic data are used throughout the year for numerous purposes.

The student address is one piece of information on the SINP that *does* change. Student address information is used as part the National School Lunch Program (NSLP) direct certification process in which CALPADS enrollment data are matched with statewide CalFresh (formerly Food Stamps) and CalWORKS data to identify students who are automatically eligible to receive free meals under the National School Lunch Program (NSLP). For this reason, LEAs should update these data at the beginning of the school year and periodically throughout the year. LEAs should use the SINP record sub-type, Student Information Address (SIAD), for changing students' addresses.

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

### **Best practices for LEAs**

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

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

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

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

LEAs should use the SINP sub-type, SIAD, to periodically update students' addresses throughout the year.

---

*Continued on next page*

## 2.1.2 Student Information (Demographic), Continued

### When and how are the data used?

Student information data are used:

- In the fall to report official enrollment, and dropout and graduate counts by subgroups.
- At the end of the year to report program participation data by subgroups.
- Various times throughout the year for the reporting of cohort data, California Assessment of Student Performance and Progress (CAASPP) regulation, and in accountability subgroups.
- Address information is used at the beginning of each month for direct certification, and weekly for foster youth matching.

### What reports must LEAs certify and when?

Any report that displays or filters data by gender or race and ethnicity uses student information. Some of the primary reports that LEAs are required to certify that display data by gender or race and ethnicity include:

Sub-mission	Census Day**	Official Submission Window***	Report #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.1	Enrollment – Primary Status by Subgroup
			1.6	Graduates and Dropouts by Subgroup
			1.9	Completers and Dropouts – Count
			2.1	Title III Eligible Immigrants – Count
EOY* 3	None	Early June – Late July	7.1	Discipline Incidents - Count by Most Severe Offense
			7.3	Discipline Actions - Count
			7.4	Discipline Actions - Count by Offense
			7.6	Discipline Actions - Persistently Dangerous Offense Expulsions

\*EOY = End of Year.

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

\*\*\*Followed by an amendment window.

Fall 1 certification reports on enrollment, graduates, completers, and dropouts are all reported by subgroup using student information such as race/ethnicity and Title III eligible immigrants. Therefore, complete and up-to-date student information data are required for Fall 1.

EOY 3 certification reports related to disciplinary incidents and actions require updated information on general demographic information.

## 2.1.3 Student Program – Eligibility and Participation

### Introduction

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

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

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

### Eligibility versus participation

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

#### Student Program Eligibility

*Eligibility* means that a given student has met all of the criteria to receive services for an education program; however, the student may not necessarily be receiving services.

#### Student Program Participation

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

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

CALPADS designates programs as follows:

Here are the programs for which <i>eligibility</i> is collected:	Here are the programs for which <i>participation</i> is collected:
Free Meal Program	Title I Targeted
Reduced-Price Meal Program	Title I Part A Neglected
Gifted and Talented Education (GATE)	Pregnant or Parenting
Migrant Education	Transitional Kindergarten
Special Education	504 Accommodation Plan
Homeless	Opportunity Program
Armed Forces Family Member	California Partnership Academy

*Continued on next page*

## 2.1.3 Student Program – Eligibility and Participation, Continued

### Student Program data elements

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

Field #	Data Element Public Name	Comment
3.13	Education Program Code	<ul style="list-style-type: none"> <li>LEAs should update programs that indicate students' eligibility status on an ongoing basis because these designations are used for many purposes throughout the year.</li> <li>LEAs should also update programs that indicate students' participation in programs on an ongoing basis because it reduces workload when LEAs certify student participation in programs at the end of the year for all students enrolled and participating at any point during the year.</li> </ul>
3.14	Education Program Membership Code	<ul style="list-style-type: none"> <li>LEAs do not have to populate this field because it is automatically determined by CALPADS</li> <li>CALPADS will ignore any data provided in this field if it is populated.</li> </ul>
3.15	Education Program Membership Start Date	See information on Start and End dates provided later in this section.
3.16	Education Program Membership End Date	See information on Start and End dates provided later in this section.
3.17	Education Service Academic Year	This is the Academic Year in which an Education Service was received for a particular student.
3.18	Education Service Code	The education service provided should be populated for students participating in NCLB Title I Part A Basic Targeted.
3.19	California Partnership Academy ID	This must be populated for students participating in a California Partnership Academy.
3.20	Migrant Student ID	This must be populated for students eligible for Title I Part C Migrant.

*Continued on next page*

## 2.1.3 Student Program – Eligibility and Participation, Continued

**Student  
 Program data  
 elements,**  
 Continued

Field #	Data Element Public Name	Comment
3.21	Primary Disability Code	<ul style="list-style-type: none"> <li>This must be populated for students eligible for Special Education.</li> <li>The primary disability code can be updated if a student's primary disability changes by end dating the program record with the previous primary disability and submitting the new program record and start date with the new primary disability.</li> </ul>
3.22	District of Special Education Accountability	This is the LEA that is responsible for ensuring that special education services are provided for a student participating in special education (For example, if a student is transferred to another district for services because their district of geographical residence does not provide those services, the district of geographical residence would be the District of Special Education Accountability, and NOT the district that was providing the services (District of Service).
3.23	Homeless Dwelling Type Code	This must be populated for all students with an education program code for homeless (code 191).
3.24	Unaccompanied Youth Indicator	This must be populated for all students with an education program code for homeless (code 191).
3.25	Runaway Youth Indicator	This must be populated for all students with an education program code for homeless (code 191).
3.26	Student Foster Identifier (now a filler field)	<p>Retired Field - See section on Foster Youth in Chapter 3 in this guide.</p> <p>NOTE: This field appears on the Student Program file layout, but will not be used on this file and will be filler field.</p>

**Start and end  
 dates for  
 program  
 eligibility**

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

- Student *eligibility for* various programs should be reported with start and end dates *by school of attendance*.
- A student's program **eligibility start date** does not need to be within the student's enrollment at a school.

*Continued on next page*

## 2.1.3 Student Program – Eligibility and Participation, Continued

---

### Start and end dates for program eligibility, Continued

- If a student’s eligibility for a program continues from one year to the next *at the same school*, the LEA does not have to enter an end date at the end of the school year nor does the LEA need to enter a start date at the beginning of the next school year if they returned to the same school. A new program eligibility start date is only necessary if the student transfers to a new school. There is one exception to this, which is NSLP eligibility (noted below).\*
- When a student transfers to another school, a new program record must be submitted indicating the student’s eligibility for the given program, and the program start date may be the student’s original eligibility start date. The student does not need to be exited from the program in the previous school.
- If an LEA is unable to determine the original eligibility start date for a student, (such as a student transferring from another state), the LEA should use the first day that the student attended the given school
- If a student qualifies for Education Program Code 192 under the definition of “armed forces family member”, the Education Program Start Date must be on or after the student’s birthdate, even if the parent’s active military date was prior to the birthdate. (See FAQ for additional guidance.)

\*NOTE: Though a given student’s eligibility for NSLP may in fact be “continuing” from one year to the next at the same school, the student’s eligibility for NSLP must “end” at the end of a school year. Therefore, when LEAs exit all students at the end of the year with an E155, or other exit code, CALPADS will “automatically” end the NSLP program records with the end date provided on the exit record. If a student is found to be eligible for NSLP in the following year, a new program record must be submitted because, per a federal requirement, a student’s NSLP eligibility is valid for one year, and LEAs cannot retain NSLP eligibility data for more than one year. LEAs must re-determine NSLP program eligibility annually.

---

### Start and end dates for program participation

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

- Student *participation in* various programs should be reported with start and end dates *by school of attendance*.
- A student’s program **participation** start date must be within the student’s enrollment period at a school.
- If a student’s participation in a program continues from one year to the next at the same school, the program can be left open (no program exit date required) if the student is exited with an E155 (YearEndEnrollmentExit) because the use of the E155 indicates that the student is expected to return to the same school. However, there are two exceptions to this rule:
  - ✓ Title I Part A Targeted Program (Education Program Code 122) – These records should be closed out annually and resubmitted the following academic year with a new program start date and Title I Services (Education Service Code) a student is receiving.

- ✓ Transitional Kindergarten (TK – Education Program Code 185) – These records must “end” at the end of a school year. Therefore, when LEAs exit all students at the end of the year with an E155, or other exit codes, CALPADS will “automatically” close the TK program records with an end date provided on the exit record. If a student is found to be participating in TK in the following year, a new program record must be submitted.
- If any other Exit Reason Code (with the exception of E150 (MidYrEnrollmentUpdate) is used, CALPADS will automatically populate the program exit date with the Enrollment Exit Date (for programs for which we capture participation data). If a student transfers to a new school, a new program record must be submitted indicating the student’s participation in the given program with a new start date that is within the student’s start date at the new school. Refer to the table below for more detail.
- When a student transfers to another school, a new program record must be submitted indicating the student’s participation in the given program with a new start date that is within the student’s start date at the new school. The student does not need to be exited from the program in the previous school.
- If a student transfers to a new school, a new program record must be submitted indicating the student’s participation in the given program with a new start date that is within the student’s start date at the new school. Refer to the table below for more detail.

---

*Continued on next page*

## 2.1.3 Student Program – Eligibility and Participation, Continued

**When must program participation and eligibility records be closed or opened?**

Program records should be closed (populate the program end date) or opened (submit a program record with a start date) as follows:

Scenario	For Participation Programs		For Eligibility Programs	
	For an exiting student...	Upon enrollment at new school...	For an exiting student...	Upon enrollment at new school...
Student exits a school and is <b>not</b> expected to return (all exits but E150 and E155)	Any open program participation records are automatically closed by CALPADS with an end date equal to the exit date because the student is no longer participating in any programs at the school.	The new LEA must submit program records for any programs the student will be participating in with a start date equal to or greater than the student's start date at the new school.	Any open program eligibility record ( <i>except NSLP</i> ) is <i>not</i> automatically closed, and the LEA does not have to submit an end date because the student's eligibility does not necessarily end when the student exits the school.	A new program eligibility record must be submitted by the new school, assuming the student continues to be eligible for the program, and the start date should reflect the original eligibility start date.
Student is exited at the end of the school year and is expected to return (E155)	Open program participation record remains open because it is assumed the student will continue participating in the program at the school.	No action required by LEA	Open eligibility record remains open (except for NSLP) because it is assumed the student's eligibility continues.	No action required by LEA
Student is exited with any exit code other than E150 and has an <i>open TK program participation record (185)</i> .	Open participation record is automatically closed by CALPADS with an end date equal to the exit date because TK participation must be re-established annually.	A school must submit a new TK participation record if the student is participating in the school year.	N/A	N/A
Student does not exit a school but the student's <i>eligibility or participation</i> ends for a particular program.	LEA should submit a program participation end date with the date the student's participation ended.		LEA should submit a program eligibility end date with the date the student's eligibility ended.	

*Continued on next page*

## 2.1.3 Student Program – Eligibility and Participation, Continued

### Program Eligibility

How are eligibility records used?

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

Program	Subgroups	Comment
Gifted and Talented Education (GATE)	GATE	<ul style="list-style-type: none"> <li>Students identified as GATE-eligible.</li> <li>Students do not need to be participating in a GATE program.</li> </ul>
Title I Part C Migrant	<ul style="list-style-type: none"> <li>Migrant</li> <li>Free or Reduced-Price Meal eligible</li> <li>Socio-economically disadvantaged</li> </ul>	<p>LEAs should coordinate with their Migrant regions to identify the students in their given LEAs who are eligible for the migrant program. For those who are eligible migrant students, the LEAs will need to obtain:</p> <ul style="list-style-type: none"> <li>The students' <i>student eligibility start dates</i>, which are the most recent Qualifying Arrival Dates (QAD); <i>and</i></li> <li>The students' Migrant Student Directory (MSD) numbers as assigned in the Migrant Student Information Network (MSIN) data system. <b>LEAs should note the following:</b> <ul style="list-style-type: none"> <li>The MSD number is an 11-digit number. The first two numbers in the MSD number are "06."</li> <li>This is <b>not</b> the same as the identifier used in the COE Star System, which is alphanumeric (may include both letters and numbers), and is generally delineated with 7 characters followed by a hyphen, and then a number representing the number of siblings. LEAs will <b>not</b> need this number, and instead will need the MSD number.</li> </ul> </li> </ul> <p>Contact information for migrant education regional offices can be found on the Migrant Education Regional Offices Web page at <a href="http://www.cde.ca.gov/sp/me/mt/regions.asp">http://www.cde.ca.gov/sp/me/mt/regions.asp</a></p>

Continued on next page

## 2.1.3 Student Program – Eligibility and Participation, Continued

How are eligibility records used?, Continued

Program	Subgroups	Comment
<ul style="list-style-type: none"> <li>• Free Meal Program</li> <li>and</li> <li>• Reduced-Price Meal Program</li> </ul> <p>NOTE: Both of these programs are also referred to as the National School Lunch Program, or NSLP</p>	<ul style="list-style-type: none"> <li>• Free or Reduced-Price Meal eligible</li> <li>• Socio-economically disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>• NSLP eligibility includes eligibility for both the Free Meal Program as well as the Reduced-Price Meal Program.</li> <li>• NSLP eligibility is used in combination with Parent Education level to determine whether a given student is socio-economically disadvantaged accountability subgroup.</li> <li>• NSLP is a one-year designation.</li> <li>• NSLP eligibility must be submitted annually.</li> <li>• Students attending schools with a National School Lunch Program (NSLP) provision 2 or 3 status or participating in a Community Eligibility Provision may submit FRPM records for students found to meet the federal income requirements for FRPM based on an alternative household income form.</li> <li>• LEAs may submit FRPM records for students found to be eligible for free meals based on a local direct certification process.</li> <li>• LEAs do not need to submit FRPM records for students found to be eligible for free meals based on the state direct certification process conducted by CALPADS.</li> </ul> <p>NOTE: Specific local user access must be granted to LEA staff to view these data.</p>
Special Education	Special Education	<ul style="list-style-type: none"> <li>• LEAs should submit student eligibility for Special Education.</li> <li>• Generally, the start date for eligibility is the start date of a given student’s Individualized Education Program (IEP). <i>However:</i> <ul style="list-style-type: none"> <li>◦ The eligibility date should reflect the date that a given student became eligible for services for that specific primary disability. If a student’s primary disability changes, the record with the previous disability should be given an end date, and a new program record for the student should be submitted with the new date that the student became eligible for services for that primary disability.</li> </ul> </li> </ul> <p>NOTE: The CDE recognizes that LEAs may not be able to provide the original eligibility start dates for these students. If this date is unavailable, LEAs should provide the first day the student started attending the school.</p>

Continued on next page

## 2.1.3 Student Program – Eligibility and Participation, Continued

How are eligibility records used?, Continued

Program	Subgroups	Comment
Homeless	<ul style="list-style-type: none"> <li>Free or Reduced-Price Meal eligible</li> <li>Socio-economically disadvantaged</li> </ul>	<p>For homeless students, LEAs must also:</p> <ol style="list-style-type: none"> <li>1. Identify the type of dwelling in which given students are residing while homeless;</li> <li>2. Submit an indication (yes/no) regarding whether given students are or were unaccompanied by an adult at any time during the reporting year; and</li> <li>3. Submit an indication regarding whether given students are or were runaways at any time during the reporting year.</li> </ol>
Armed Forces Family Member	<ul style="list-style-type: none"> <li>Armed Forces subgroup as of 2016-2017 for new Accountability calculations.</li> </ul>	<p>A student is considered to be an Armed Forces Family Member if at least one parent is an Armed Forces member, on active duty or serves on full-time National Guard duty. The terms “armed forces”, “active duty” and “full-time National Guard duty” as defined by sections, 101(a)(4), 101(d)(1) and 101(d)(5) of the United States Code are:</p> <ul style="list-style-type: none"> <li>101(a) (4) - The term “armed forces” means the Army, Navy, Air Force, Marine Corps, and Coast Guard.</li> <li>101(d) (1) - The term “active duty” means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.</li> </ul> <p>101 (d) (5) - The term “full-time National Guard duty” means training or other duty, other than inactive duty, performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member’s status as a member of the National Guard of a State or territory, the Commonwealth of Puerto Rico, or the District of Columbia under section 316, 502, 503, 504, or 505 of title 32 for which the member is entitled to pay from the United States or for which the member has waived pay from the United States</p>

**Student program eligibility data should be updated in CALPADS on an ongoing basis**

After enrolling students in CALPADS with new SSIDs, LEAs should follow the enrollments with submission of student program eligibility data. After enrolling transferring students, LEAs should follow the enrollments with updates to the students' program eligibility data, if applicable.

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

---

*Continued on next page*

## 2.1.3 Student Program – Eligibility and Participation, Continued

### Program Participation

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

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

**NOTE regarding Title I Part D programs:** As of 6/30/2013, data collection for student participation in all Title I Part D programs was discontinued in CALPADS. These data will continue to be collected in the Consolidated Application Reporting System (CARS).

Federal Program	Comment
NCLB Title I Part A Basic Targeted	<ul style="list-style-type: none"> <li>• These data were formerly collected on the Consolidated Application (ConApp), Part II.</li> <li>• LEAs must annually report whether schools are operating a schoolwide or targeted program in the Consolidated Application Reporting System (CARS). Only schools being reported as operating targeted programs should submit NCLB Title I Part A Basic Targeted program records. It is not necessary to submit program records for students in schools operating schoolwide Title I programs.</li> </ul>
NCLB Title I Part A Schoolwide	<p>CALPADS does not require Title I Part A participation program records from schools operating schoolwide programs (reported in CARS).</p> <p>Student participation is derived from cumulative primary enrollment counts throughout the academic year (i.e., participation is not collected through program records).</p>
NCLB Title I Part A Neglected	<p>These data were formerly collected on the ConApp, Part II.</p> <p>The Title I Part A Neglected Program is funding that districts can allocate from their general Title I Part A allocation to serve neglected students (generally students in group homes or licensed children’s institutions) that are attending non-Title I Targeted Assistance (TAS) or Schoolwide Program (SWP) schools in the district.</p> <p>LEAs should submit an NCLB Title I Part A Neglected record for any neglected student who is receiving Title I services AND IS ENROLLED IN A <b>NON-TITLE I SCHOOL IN THE DISTRICT</b>. If Title I Part A Neglected records are submitted at a Title I Targeted Assistance (TAS) or Schoolwide Program (SWP) school, these records will NOT be counted in certification report <i>5.1 – Program Participation Count</i></p>

*Continued on next page*

## 2.1.3 Student Program – Eligibility and Participation, Continued

**How are participation records used for state-level reporting?**

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

State Program	Comment
Opportunity Program	These data were formerly collected in CBEDS.
California Partnership Academy	These data were formerly collected in CBEDS and the Partnership Academy report.
Pregnant or Parenting Programs	Counts of pregnant or parenting students. For LEAs this may be determined based on student program records regardless if program services are being provided to students who are pregnant or parenting (including, but not limited to, the California School-Age Families Education [Cal-SAFE] program), which are used as proxies for pregnant and parenting teen data that are required for federal Perkins reporting.
Transitional Kindergarten	<p>“Transitional kindergarten” means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.</p> <p><i>Education Code Section 48000:</i></p> <p>(a) A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before one of the following dates:</p> <ol style="list-style-type: none"> <li>(1) December 2 of the 2011–12 school year.</li> <li>(2) November 1 of the 2012–13 school year.</li> <li>(3) October 1 of the 2013–14 school year.</li> <li>(4) September 1 of the 2014–15 school year and each school year thereafter.</li> </ol> <p>Students participating in a Transitional Kindergarten program are enrolled in CALPADS with a grade level of Kindergarten (KN).</p>
504 Accommodation Plan	Participation in this program should be verified on an annual basis and should be updated throughout the year. This is important because these data are needed to appropriately register students for the California Assessment of Student Performance and Progress (CAASPP).

*Continued on next page*

## 2.1.3 Student Program – Eligibility and Participation, Continued

**Student program participation information should be updated in CALPADS on an ongoing basis**

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

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

**What reports must LEAs certify and when?**

LEAs are required to certify the following report related to *program participation* data:

Sub-mission	Census Day**	Official Submission Window***	Report #	Name of Report
EOY* 2	None	Early June – Late July	5.1	Program Participants – Count

\*EOY = End of Year.

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

\*\*\*Followed by an amendment window.

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
5.2	Program Participants – Title I Part A Basic Targeted Services
5.3	Program Participants – Student List

## 2.1.4 Student Discipline

---

### Introduction

The **student discipline** data include suspension and expulsion of students. This information is required to satisfy federal requirements under the Safe and Gun-Free Schools Act, the Individuals with Disabilities Education Act (IDEA), and to determine "persistently dangerous" schools.

The data are also posted on DataQuest to provide the public information about the suspension and expulsion rates in California public schools.

---

### What data must program staff provide?

Program staff must provide the following data for submission to CALPADS:

- Behavioral incidents (events) committed by students enrolled at the school, during an academic year.
- When the behavioral incident occurred.
  - Incidents should be reported in the academic year in which the incident occurred, and not necessarily the date on which the disciplinary action occurred.
- Students involved in each incident.
- Offenses committed during each incident.
- Which offense committed during each incident was the most severe.
- The disciplinary action(s) taken per student, per incident.
- The duration of the disciplinary action(s) taken per student, per incident.
- Whether the incident involved weapons.

In addition, program staff must provide the following data for special education students:

- The authority that gave the disciplinary action.
- The duration of the disciplinary action(s) taken per student, per incident.
- Whether the disciplined student received instructional support during the disciplinary action.
- Whether the student was removed to an interim alternative educational setting.

---

*Continued on next page*

## 2.1.4 Student Discipline, Continued

### Suggestions for getting the data right

To ensure that the required data have been collected in local systems, LEAs should record the following information for each incident:

- The date the incident occurred.
- The students involved in each given incident.
- The most severe offense committed during the incident.
- The students suspended for each incident.
- The students expelled for each incident.
- The students who received in-school suspensions for each incident.

### Student discipline data elements

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

Field #	Data Element Public Name	Comment
4.13	Disciplinary Incident ID Local	<ul style="list-style-type: none"> <li>• This is a unique identifier for each disciplinary incident in a given academic year.</li> <li>• The identifier must be unique within the school for the academic year.</li> <li>• More than one student may be associated with an incident.</li> <li>• The reporting of disciplinary data by “incident” represents a change in federal reporting requirements.</li> </ul>
4.14	Disciplinary Incident Occurrence Date	<p>This element reflects the date that an incident occurred.</p> <p>Incidents should be reported in the year that the incident occurred and <b>not</b> the year that the disciplinary action was taken.</p>

*Continued on next page*

## 2.1.4 Student Discipline, Continued

**Student discipline data elements, Continued**

Field #	Data Element Public Name	Comment
4.15	Student Offense Code	<ul style="list-style-type: none"> <li>This element reflects an offense committed by a given student.</li> <li>All offenses committed by a student during one incident should be reported.</li> <li>See the CALPADS Code Sets, Student Offense.</li> <li>Only offenses that correlate to <i>Education Code</i> Sections 48900 and 48915 that resulted in a removal of the student from their regular instructional setting should be reported to CALPADS.               <ul style="list-style-type: none"> <li>For special education students, offenses resulting in disciplinary actions of <b>any duration</b> should be reported</li> </ul> </li> <li>For non-special education students, only offenses resulting in disciplinary actions of <b>one full instructional day or more</b> should be reported.</li> </ul>
4.16	Incident Most Severe Offense Code	<ul style="list-style-type: none"> <li>This element reflects the most severe offense that was committed as part of an incident; and this code appears on every record for every student reported in an incident, even if that specific student did not commit the most severe offense.</li> <li>See the CALPADS Code Sets, Student Offense.</li> </ul>
4.17	Weapon Category Code	<p>See the CALPADS Code Sets, Weapon Category.</p> <p>NOTE: An imitation firearm is not considered a weapon. This field, Weapon Category Code, should be <b>blank</b> for students committing Student Offense Code 102 (Possession of an Imitation Firearm).</p> <p>Additionally, Student Offense Code 105 (Possession of an Explosive) <b>is</b> considered a firearm offense, and in the case of Student Offense Code 105, the Weapon Category Code field should be populated.</p>
4.18	Incident Disciplinary Action Taken Code	<p>This element represents the <b>final</b> disciplinary action taken. For example, if a student is suspended pending an expulsion hearing and then is later expelled, the final action would be expulsion. See the CALPADS Code Sets, Disciplinary Action Category.</p>
4.19	Disciplinary Action Authority Code	<p>Per federal requirements: This is required for special education students. See the CALPADS Code Sets, Disciplinary Action Authority.</p>

*Continued on next page*

## 2.1.4 Student Discipline, Continued

Student discipline data elements, Continued

Field #	Data Element Public Name	Comment
4.20	Incident Disciplinary Action Duration Days	<p>Per federal requirements: This is required for all students.</p> <ul style="list-style-type: none"> <li>For special education students, offenses resulting in disciplinary actions of <b>any duration</b> should be reported</li> <li>For non-special education students, only offenses resulting in disciplinary actions of <b>one full instructional day or more</b> should be reported.</li> </ul> <p>For special education students please note: For expulsions that have been modified (shortened or suspended), the duration days should represent the count of days from the time the student is expelled to the date the student returns. For non-modified expulsions, the student often does not return to the school from which they are expelled. In these cases, the duration days should represent the count of days from the time the student is expelled (which may be the date student is exited) to the end of the school year.</p>
4.21	Student Instructional Support Indicator	<p>Per federal requirements: This is required for special education students. See the CALPADS File Specifications for definition.</p>
4.22	Disciplinary Action Modification Category Code	<p>Per federal requirements: This is required for special education students. Note the following:</p> <ul style="list-style-type: none"> <li>If a student gets suspended or expelled, and then is later allowed to return to school on a behavioral contract, the suspension or expulsion is still reported and the Disciplinary Action Modification Category Code is populated with "Enforcement Suspended".</li> <li>If that same student violates the behavioral contract and the suspension or expulsion is reinstated, the Disciplinary Action Modification Category would be removed on the suspension or expulsion record.</li> <li>If a student is suspended or expelled and the student's term of suspension or expulsion is shortened, the Disciplinary Action Modification Category Code is populated with "Shortened."</li> </ul> <p>See the CALPADS File Specifications for definition.</p>

*Continued on next page*

Field #	Data Element Public Name	Comment
4.23	Removal to Interim Alternative Setting Reason Code	<p>Per federal requirements: This is required for special education student. An Interim Alternative Setting is an appropriate setting determined by the child's IEP team or a hearing officer in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.</p> <p>Note the following:</p> <ul style="list-style-type: none"> <li>• If the student was removed to an interim alternative setting for 45 days or less for drug-, weapon-, or violence-related offenses, LEAs should indicate the reason for the student's removal:                             <ul style="list-style-type: none"> <li>○ Removal by Hearing Officer</li> <li>○ Removal by School Personnel</li> <li>○ No Interim Removal</li> </ul> </li> </ul>

*Continued on next page*

## 2.1.4 Student Discipline, Continued

---

### Reporting by incident

Federal reporting requirements changed in 2009 to be based on “incidents.” Each incident may have multiple students involved, and each student may commit multiple offenses during a single incident. In order for the CDE to meet the federal reporting requirements, LEAs **must** report the following information, **for each incident**:

- A unique incident identifier, which must be unique within a school or LEA for the academic year.
- All students enrolled at the school committing offenses **as part of the incident**.
- Each offense that a given student committed as part of that incident.
- Of all the offenses committed within an incident: Which offense is the most severe (this may or may not be an offense committed by a student being reported).

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

### Transition of special education discipline reporting into CALPADS

In the 2015–2016 End-of-Year 3 Student Discipline submission, all discipline reporting for special education will occur solely through CALPADS and will no longer be collected in the California Special Education Management Information System (CASEMIS). CASEMIS currently collects by student, each disciplinary action (suspension, expulsion), and up to three reasons (offenses) for the disciplinary action. This is consistent with the incident-level reporting done in CALPADS with the exception of CALPADS requiring a unique incident identifier that allows the linkage of other students and offenses to the same incident.

---

*Continued on next page*

## 2.1.4 Student Discipline, Continued

---

### **Determining the severity of an offense**

Federal reporting requirements do not dictate a severity-of-offense hierarchy, because the severity of given offenses may differ depending on the circumstances of given incidents. However, a suggested federal severity-of-offense hierarchy is provided in this section for general guidance. Ultimately, it is up to the LEAs to determine which offense committed during an incident is the most severe. A suggested hierarchy of severity, mapped to California Education Codes and CALPADS Student Offense Codes, is provided in this section.

Please be advised that there will only be one *most severe* offense reported for each incident, regardless of how many students or offenses were committed.

### **Best practices for determining the most severe offense within a hierarchy:**

LEAs should develop their own severity-of-offense hierarchy, using the suggested hierarchy that's provided in this section. For each incident, those most familiar with the incident should determine which offense committed within the incident was the most severe, using the LEA's adopted severity-of-offense hierarchy for guidance, but adjusting for the specific circumstances of the incident.

Since the severity hierarchy is determined locally, an LEA may decide to change its hierarchy from year to year.

---

### **Introduction to the suggested severity-of-offense hierarchy (which follows on the next page)**

The severity-of-offense hierarchy in the table that follows is provided for guidance. The table contains a list of general federal offenses, listed in order of suggested severity (the degree of severity is ultimately determined by the LEA).

The table matches general federal offenses with related California Education Codes and their corresponding CALPADS Student Offense Codes.

Note that the hierarchy lists the top-most severe offenses; thus not all suspension-and-expulsion-related Education Codes are cited in this hierarchy. Generally, the offenses or Ed. Codes that will not be found in this hierarchy are the lesser offenses, and it is up to LEAs to rank their severity as the LEAs deem appropriate.

### **Important note:**

Hate crimes are not listed as an item in the severity-of-offense hierarchy. If hate is found to be a motivating factor in any of the offenses listed, it would be a factor that would increase the severity of the offense, thereby possibly modifying the hierarchy.

---

*Continued on next page*

## 2.1.4 Student Discipline, Continued

### Suggested hierarchy for severe offenses

The table below lists a suggested hierarchy of severe offenses, listed in order of severity (most severe is listed at the top). Applicable or relevant California Education Codes are provided in the table for guidance in determination.

This is a suggested hierarchy: It is up to an LEA to determine its own hierarchy of severity.

There are 13 offenses on this list (the list continues on the next page).

Suggested Hierarchy of Federal Offenses	California Ed. Code that matches or closely relates	Ed. Code Description (abbreviated; refer to the CA Ed. Code for complete descriptions)	Relevant CALPADS Student Offense Code	
			Coded Value	Name
1. Homicide*	48915 (a) (1) (A)	Causing serious physical injury.	500	Caused Physical Injury
	48900 (a) (1)	Caused (or attempted) serious physical injury.	501	Caused, Attempted, or Threatened Physical Injury
2. Forcible Rape	48915 (c) (4)	Committing or attempting to commit a sexual assault or a battery as defined in Ed. Code 48900 (n).	401	Sexual Assault
	48900 (n) (partial)	Committed or attempted to commit: a sexual assault as defined in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code.	401	Sexual Assault
3. Robbery/ Extortion	48915 (a) (1) (D); 48900 (e)	Robbery or extortion; committed or attempted to commit robbery or extortion.	600	Robbery or Extortion
4. Assault with a Deadly Weapon	48915 (c) (2)	Brandishing a knife at another person.	103	Brandishing a knife
5. Battery	48915 (a) (1) (E)	Assault or battery upon any school employee.	503	Committed Assault or Battery on a School Employee
	48900 (a) (2)	Willfully used force or violence on another.	504	Used Force or Violence

(This hierarchy continues on the next page.)

\*There are no California Education Codes within “suspension or expulsions” (Sections 48900 and 48915 of the Ed. Code) that specifically state “homicide.” The CDE thus cites the Ed. Codes that most closely relate to homicide.

*Continued on next page*

## 2.1.4 Student Discipline, Continued

**Suggested hierarchy for severe offenses,**  
Continued

Suggested Hierarchy of Federal Offenses	California Ed. Code that matches or closely relates	Ed. Code Description (abbreviated; refer to the CA Ed. Code for complete descriptions)	Relevant CALPADS Student Offense Code	
			Coded Value	Name
6. Possession of a Weapon	48915 (a) (1) (B)	Possession of a knife or other dangerous object.	104	Possession of a Knife or Dangerous Object
	48915 (c) (1); 48900 (b) – except explosive	Possessed, sold or otherwise furnished a firearm, knife, or other dangerous object.	101	Possession, Sale, Furnishing a Firearm, Knife, Explosive, or Other Dangerous Object
7. Sexual offenses (other than forcible rape)	48915 (c) (4) – battery; 48900 (n) (partial)	Committing sexual battery as defined in Section 243.4 of the Penal Code.	400	Sexual Battery
8. Sale or furnishing of drugs	48915 (c) (3)	Unlawfully selling a controlled substance.	200	Sale of Controlled Substance
	48900 (d)	Unlawfully offered, arranged or negotiated to sell a controlled substance.	203	Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants
9. Possession of drugs for sale	48915 (a) (1) (C)	Unlawful possession of any controlled substance.	201	Possession of Controlled Substance
10. Possession or sale of alcohol	48900 (c) – alcoholic beverage	Unlawfully possessed, used, sold or otherwise furnished—or had been under the influence of—an alcoholic beverage.	202	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant
11. Use of drugs/ alcohol	48900 (c) – controlled substance	Unlawfully possessed, used, sold or otherwise furnished—or had been under the influence of—a controlled substance.	202	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant
12. Possession of paraphernalia	48900 (j)	Unlawfully possessed, offered, arranged or negotiated to sell drug paraphernalia.	204	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia
13. Destructive or explosive device (bomb threat included)	48915 (c) (5)	Possession of an explosive.	105	Possession of an Explosive
	48900 (b) – explosive	Possessed, sold, or otherwise furnished an explosive.	101	Possession, Sale, Furnishing a Firearm, Knife, Explosive, or Other Dangerous Object

*Continued on next page*

## 2.1.4 Student Discipline, Continued

---

### Which final disciplinary actions must be reported

The LEA is required to submit the following:

- The *final disciplinary action* taken for *each* student in a specific incident in the academic year in which the incident occurred and not necessarily the academic year in which the disciplinary action was carried out.

Note that the *final disciplinary action* may be the result of multiple offenses within one incident, and it may not necessarily be the same action that was initially recommended for a given student.

### Additional Notes:

- For non-special education students, only suspensions and expulsions that are one full day or more must be reported.
  - For special education students, any increment of time for suspensions and expulsions—whether it's a half hour or a half day— must be reported.
- 

### Reporting modified expulsions

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

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

---

### When do student discipline data need to be submitted, and for which students?

LEAs must report, at the end of the school year, in the EOY 3 submission, any and all students in the following categories:

- All non-special education K–12 students who were suspended (in school or out of school for at least one entire school day) or expelled, due to the commission of a student offense (per Education Code Sections 48900 & 48915) at any time during the Report Period.
- All special education students (including infants, toddlers, and pre-kindergarten) who committed a student offense regardless of the action taken or the duration of the disciplinary action.
- All students who committed a firearm offense (Student offense codes 100, 101, 102 or 105) regardless of the action taken.

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

---

*Continued on next page*

## 2.1.4 Student Discipline, Continued

---

**Best practices for LEAs regarding maintaining and submitting the data**

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

**Best practices for LEAs who submit data in batch**

Although the data can be submitted to CALPADS throughout the year, because the Student Discipline (SDIS) file is processed as a "full replacement" file in CALPADS (i.e., CALPADS replaces all data for a given school with each batch posting), LEAs should continually maintain discipline data in their own SIS, but should submit the data to CALPADS once the collection window opens.

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

**Best practices for LEAs who submit data online**

For LEAs who submit data online, a best practice would be to update CALPADS online as incidents occur, to reduce data input workload at the end of the year.

During the end-of-year snapshot collection window, LEAs should review the certification reports, and LEAs should then amend their data online if necessary.

---

**Important reminders regarding batch submission and online data submission**

The Student Discipline (SDIS) file is processed as a "full replacement" file. All discipline data in CALPADS are replaced (by school year and school) if another file is posted.

Since the Student Discipline file is processed as a "replacement" file, if an LEA has submitted data **online** and then sends up a batch, the batch submission will replace the previous data submitted online.

---

*Continued on next page*

## 2.1.4 Student Discipline, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following reports related to *student discipline* data:

Sub-mission	Census Day	Official Submission Window***	Report #	Name of Report
EOY* 3	None**	Early June – Late July	7.1	Discipline Incidents – Count by Most Severe
			7.3	Discipline Actions – Count
			7.4	Discipline Actions – Count by Offense
			7.6	Discipline Actions - Persistently Dangerous Offense Expulsions

\***EOY** = End of Year.

\*\*The **EOY** submissions do not have a Census Day; data collected reflects activity throughout the reporting year.

\*\*\*Followed by an amendment window.

These reports reflect how the data are submitted to meet federal reporting requirements.

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
7.2	Discipline Incidents – Student List
7.5	Discipline Offenses – Student List

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

These data were previously collected on the Consolidated Application (ConApp), Part II, to meet federal reporting requirements.

Federal reporting requirements have recently changed, and those changes are reflected in CALPADS. The primary change is the reporting of “disciplinary incidents.” This requires LEAs to assign disciplinary incident IDs that are numbers unique within each school.

The 2015–2016 End-of-Year 3 Student Discipline data submission will include the collection of discipline data for special education students that were previously collected in the California Special Education Management Information System (CASEMIS). This will be the first time these data will be used to satisfy federal reporting requirements for discipline incidents for special education students. Additional certification reports will be added to the 2015–2016 End-of-Year 3 Student Discipline data submission that will be specific to special education students.

*Continued on next page*

## 2.1.4 Student Discipline, Continued

---

### How are these data used?

One of the primary reasons for collecting these data is to meet federal reporting requirements. The CDE reports only offenses and incidents that are required to be reported by the federal government.

The federal government requires data to be reported within the following categories (see list below of federal categories).

The CALPADS Student Offense Codes are mapped to the federal categories listed below, and they are reported at the school and LEA levels both by student discipline and incident. For incidents: The most severe offense in the incident (severity is determined and delineated by the LEA) will be rolled up to the appropriate federal category.

#### Federal Categories that Require Reporting of Relevant Data:

Federal Abbreviation	Federal Category
D	Illicit Drug Related
A	Alcohol Related
W	Weapons Possession
VIOWINJ	Violent Incident (with Physical Injury)
VIOWOINJ	Violent Incident (without Physical Injury)
OTHER	Other reasons for out-of-school suspensions related to drug use and violence

The specific mapping can be found in the CALPADS Valid Code Combinations document, under the Offense Code - Offense Category tab.

---

### Are these data used to meet federal special education reporting?

LEAs generally maintain discipline data for special education students in a system separate from the LEA's student information system (SIS), and report data from that system to their Special Education Local Plan Area (SELPA) for submission to the California Special Education Management Information System (CASEMIS). LEAs also report discipline data for all students, including special education students, to CALPADS. Currently the CASEMIS data is used for federal reporting, however, the CDE plans to transition to using CALPADS data as the source for federal CASEMIS discipline reporting in 2015–16.

The business rules for reporting data to CASEMIS and CALPADS are consistent. Therefore, LEAs should work to make the data reported to these two systems consistent by keeping their SIS updated with special education program records, including discipline data.

---

*Continued on next page*

## 2.1.4 Student Discipline, Continued

**Are these data posted on DataQuest?**

The CALPADS reports that LEAs certify as part of their End of Year (EOY) 3 submission display data in manner consistent with how the data will be reported to meet federal reporting requirements. The CDE summarizes the suspense and expulsion data that LEAs certify as part of their EOY 3 submission and creates reports meaningful to the California public for posting on DataQuest.

One example of how the reports that LEAs view in CALPADS differ from the reports posted on DataQuest: Federal reporting focuses on number of “incidents” (defined as one or more students committing one or more offenses on the same date at the same time), whereas DataQuest provides a count of students involved in one or more incidents during the academic year who were subsequently expelled from school. Although a student may have committed multiple offenses as part of a single incident; each student is only counted once per incident for which they were expelled.

DataQuest also provides suspension and expulsion rates for each school and LEA, and also displays the counts of students suspended and expelled for committing acts of “defiance” under California Education Code section 48900(k). Since the DataQuest reports display certified data differently than the reports that LEAs view in CALPADS for EOY3, the CDE provides LEAs with a private preview of the DataQuest reports before they are made publically available on DataQuest.

**For more information**

Below are some resources that LEAs may find useful:

<b>For information about:</b>	<b>Refer to:</b>
How to decide when expulsion of a student is deemed mandatory, expected, or at the administrator’s discretion	The CDE <i>Administrator Recommendation of Expulsion Matrix</i> Web page: <a href="http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp">http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp</a>
Persistently Dangerous Schools	The CDE <i>Persistently Dangerous Schools</i> Web page: <a href="http://www.cde.ca.gov/ls/ss/se/uscoatch2.asp">http://www.cde.ca.gov/ls/ss/se/uscoatch2.asp</a>
Posted discipline data on DataQuest	DataQuest: <a href="http://dq.cde.ca.gov/dataquest/">http://dq.cde.ca.gov/dataquest/</a>
The U.S. Department of Education Consolidated State Performance Report	The U.S. Department of Education <i>Consolidated State Performance Reports</i> Web page: <a href="http://www.ed.gov/admins/lead/account/consolidated/index.html">http://www.ed.gov/admins/lead/account/consolidated/index.html</a>

## 2.1.5 Student Waivers

---

### Introduction

The **Student Waiver** data were limited to information on:

- Students' requests for California High School Exit Exam (CAHSEE)\* waivers or exemptions.
- The dispositions, or outcomes, of students' requests for CAHSEE waivers.

Students requested CAHSEE waivers through their local governing boards. The data related to these requests were collected to determine the counts of students who have applied for CAHSEE waivers, and, of those counts, the number of requests that have been granted, denied, and withdrawn. Additionally, as of July 1, 2009, eligible students with disabilities were exempt from having to pass the CAHSEE as a requirement for graduation.

\*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, LEAs are required to grant a diploma of graduation to any student who completed grade 12 in the 2003-04 school year, or a subsequent school year, and has met all applicable graduation requirements other than passing the CAHSEE. LEAs may start issuing diplomas on January 1, 2016, the date the legislation is effective.

With the passage of Senate Bill 172, the data in CALPADS will continue to reflect the implementation of graduation requirements at the time the data were reported. Prior year graduate counts will *not* be recalculated; therefore, LEAs do not need to change or update any CALPADS data as a result of the suspension of the CAHSEE requirement except in two scenarios in compliance with SB 725:

### Scenario 1: 2014–15 Graduates

- LEAs will be required to change data if they have already submitted exit/completion data for 2014–15 graduates.
- For 2014–15 graduates (students who have met all applicable graduation requirements other than the passage of the CAHSEE), LEAs should make sure that these students are exited with a Student Exit Category Code of E230 (*Completer Exit*) and a School Completion Status Code of 100 (*Graduated, standard HS diploma*).
- Any students reported with a School Completion Status Code of 104 (*Completed local and state requirements, failed CAHSEE, and did not receive a high school diploma*) will *not* be counted as graduates and *will* be counted as dropouts.
- It is not necessary to change the Enrollment Exit Date in this scenario.

### Scenario 2: 2012–13 and 2013–14 “Now” Graduates

- For students who met all applicable graduation requirements in 2012–13 and 2013–14 except for passage of the CAHSEE, LEAs may enroll these students in CALPADS in the 2014–15 academic year for one day and then exit them the next day with a Student Exit Category of E230 (*Completer Exit*) and a School Completion Status code of 100 (*Graduated, standard HS diploma*) if

LEAs want these students to be counted as 5th or 6th year graduates.

- LEAs should enroll and exit the students on any day in the 2014–15 academic year, regardless of the date affixed to the diploma provided to the student (which must be on or after January 1, 2016).

The table below describes how to update CALPADS and how students will be counted based on the student’s graduating class year.

<b>Graduating Class Year:</b>	<b>Update CALPADS to:</b>	<b>To be counted as:</b>
2014-15	Exit Code E230, Completion Code 100	A 2014-15 graduate
2013-14	A one day enrollment in the 2014-15 academic year with Exit Code E230, Completion Code 100	A 2014-15 5 <sup>th</sup> year graduate
2012-13	A one day enrollment in the 2014-15 academic year with Exit Code E230, Completion Code 100	A 2014-15 6 <sup>th</sup> year graduate
2011-12 and before	No updates	No changes

## 2.2 Staff Data Overview

---

### Contents

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

	Topic	See Page
2.2	Staff Data Overview	87
2.2.1	Staff Demographics	92
2.2.2	Job Classification and Non-Classroom Based Staff Assignment	97

---

### Groups of staff data

LEAs must submit data on **certificated staff** who are actively employed by the LEAs on Census Day through October 31st. Certificated staff hired after October 31<sup>st</sup> are excluded from inclusion in the staff data collection; LEAs should not include these staff in SDEM or SASS submissions. Each element of certificated staff data must be submitted with a Statewide Educator Identifier (SEID; the acronym is pronounced “seed”).

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

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

- **Staff Demographics (SDEM)**  
 This group includes demographic information on certificated staff, including employment start and end dates, total years of service in the education field, and total years of service in the given LEAs.
- **Staff Assignment (SASS)**  
 This group includes job classification information on all certificated staff, as well as job assignment information for certificated staff in non-classroom based assignments.

**NOTE:** Classroom-based or teacher assignment data are submitted in the Course Section Files. Information on *Classroom-Based Staff Assignment* can be found in the Course Data section of this guide.

---

### Classified staff data may not be submitted to CALPADS

LEAs cannot submit classified employee data to CALPADS; CALPADS will not accept classified employee data. Classified staff data is collected via the CDE’s California Basic Educational Data System/Online Reporting Application (CBEDS-ORA).

---

*Continued on next page*

## 2.2 Staff Data Overview, Continued

### A SEID is required to report staff data

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

### Teaching or administrative staff who do not require credentials and who may not have requested SEIDs

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

Category	Comment
Non-certificated Administrator	<p>Data related to <b>non-certificated administrators at the levels of assistant, deputy, associate superintendent, or higher</b> have been reported to CBEDS in the past. If these staff do not have SEIDs, data related to these staff will not be maintained in CALPADS and will not be part of the LEAs' official staff counts.</p> <p>Non-certificated administrators may receive SEIDs from the CTC by requesting Certificates of Clearance. Once they have SEIDs, these staff will be included in the LEAs' official data.</p>
Non-certificated Other	<p>Data related to occupational therapists and psychometrists have been reported to CBEDS in the past. If these staff do not have SEIDs, data related to these staff will not be maintained in CALPADS.</p> <p>These "other" non-certificated staff may receive SEIDs from the CTC by requesting Certificates of Clearance. Once they have SEIDs, these staff will be included in the LEAs' official data.</p>
Charter School Non-certificated Teacher or Administrator	<p>Data related to <b>charter school non-certificated teachers who are teaching non-core courses—as well as charter school non-certificated administrators—who do not have SEIDs</b> will not be maintained in CALPADS and will not be part of the LEAs' official certificated staff counts.</p> <p>Charter school non-certificated teachers or administrators may receive SEIDs from the CTC by requesting Certificates of Clearance. Once they have SEIDs, these staff will be included in the LEAs' official data.</p> <p>NOTE: In order to capture course completion data for students who are taking courses from charter school non-certificated teachers, LEAs may submit—in the course section file, for such teachers without SEIDs—a "9999999999." For more information, see the section on Course Data in this guide.</p>

*Continued on next page*

## 2.2 Staff Data Overview, Continued

**Teachers who may have SEIDs but who are not employed by the LEAs reporting the course enrollment**

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

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

Category	Comment
ROC/P courses	<ul style="list-style-type: none"> <li>Regional Occupational Centers and Programs (ROC/Ps) cannot submit data directly to CALPADS. ROC/Ps must submit their data through the LEAs in which the students are primarily enrolled.</li> <li>Course sections administered by ROC/Ps should be reported by the LEAs for both course enrollment and course completion.</li> <li>These course section records <i>do</i> require SEIDs; however, LEAs may not maintain SEIDs for teachers employed by ROC/Ps, and, in some cases, these teachers are not required to have SEIDs. Therefore, to enable the submission of course section records for ROC/P course sections in these instances, LEAs must use “9999999999” for these SEIDs.</li> <li>NOTE regarding these course sections: In the “CTE Course Section Provider Code” field, LEAs should enter the code value for “Regional Occupational Centers and Programs.”</li> </ul>
Courses taught on college campuses by college teachers	<ul style="list-style-type: none"> <li>Course sections taught on college campuses by college faculty not employed by the LEAs should be reported by the LEAs for both course enrollment and course completion.</li> <li>These course section records <i>do</i> require SEIDs; however, LEAs may not maintain SEIDs for teachers employed by colleges, and, in most cases, these teachers are not required to have SEIDs. Therefore, to enable the submission of course section records for course sections in these instances, LEAs must use “9999999999” for these SEIDs.</li> </ul>
Online courses taught by teachers who do not have SEIDs	<ul style="list-style-type: none"> <li>Course sections that are taught as online courses and are taught by teachers who do not have SEIDs should be reported with SEIDs of “9999999999.”</li> </ul>
Courses taught by teachers who are paid by other LEAs	<ul style="list-style-type: none"> <li>A course section <i>taught by a teacher who is paid by an LEA other than the LEA in which the course is taking place</i> should be reported with a SEID of “9999999999.”</li> <li>The LEA that employs the teacher should submit the Staff Demographic and Staff Assignment records for the teacher.</li> </ul>

Continued on next page

## 2.2 Staff Data Overview, Continued

---

### Reporting ROC/P teachers

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

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

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

---

### Staff demographic data should be updated in CALPADS on an ongoing basis

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

---

### Benefits of updating CALPADS on an ongoing basis

Keeping staff demographic data current in CALPADS:

- Minimizes workload during submission windows.

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

---

*Continued on next page*

## 2.2 Staff Data Overview, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following reports related to *staff* data:

Sub- mission	Census Day	Official Submission Window**	Re- port #	Name of Report
Fall 2	Fall*	Fall Census Day – Early March	4.1	Staff – Count and FTE by Job Classification
			2.5	English Learner Education Services – Unduplicated Count of Teachers***
			3.4	NCLB Core Course Section Compliance – Count by Content Area**

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

\*\*\*This report is created from *course section* data. See the section on Course Data in this guide.

## 2.2.1 Staff Demographics

### Introduction

LEAs are required to submit **demographic data on certificated staff and non-certificated staff with SEIDs** who are actively employed by the LEAs.

### Staff demographic data elements

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

Field #	Data Element Public Name	Comment
7.08	Statewide Educator Identifier (SEID)	A valid SEID is required for the submission of staff demographic data to CALPADS. Records without valid SEIDs will not be accepted by CALPADS. The CTC is responsible for assigning and maintaining SEIDs. For information on SEIDs, refer to the CTC Web site at <a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a> . See the relevant section in Chapter 1 in this guide for methods regarding retrieving SEIDs. If a given staff member does not have a valid SEID, contact the CTC via e-mail at <a href="mailto:SEID@ctc.ca.gov">SEID@ctc.ca.gov</a> .
7.09	Local Staff ID	This is the LEA's unique identifier assigned to a given staff member.
7.10-7.12	Staff Legal Name (first, middle, last)	The staff member's legal name (first, middle, last, suffix) should be used.
7.13-7.15	Staff Alias Name (first, middle, last)	An alias name for a staff member may be submitted.
7.16	Staff Birth Date	This element is used to validate the SEID.
7.17	Staff Gender Code	This element is used to validate the SEID.
7.18	Staff Hispanic Ethnicity Indicator	This is a "yes" or "no" response to the question, "Are you Hispanic?" This element reflects new federal requirements regarding how race/ethnicity information is collected.
7.19	Staff Ethnicity Missing Indicator	LEAs are required to report whether staff members' ethnicities are Hispanic. A response of "Y" for this data element indicates that a given staff member's reported ethnicity indicator has been left blank intentionally.
7.20-7.24	Staff Race Code	CALPADS will accept up to five races per staff member. See the CALPADS Code Sets, Race Category, for race code values.
7.25	Staff Race Missing Indicator	LEAs are required to report staff members' races. A response of "Y" for this data element indicates that a given staff member's reported race code fields have been left blank intentionally.

*Continued on next page*

## 2.2.1 Staff Demographics, Continued

**Staff demographic data elements, Continued**

Field #	Data Element Public Name	Comment
7.26	Staff Highest Degree Code	This element represents the highest academic degree a given staff member has earned. For clarification on the hierarchy that should be applied when using these Degree Codes, see the matrix that follows this table (the matrix is on the following page).
7.27	Staff Employment Status Code	This element represents a teacher's employment status, relative to the permanency of their employment. See the CALPADS Code Sets, Employment Status Category, for code values.  Note: This is only required to be populated for teachers with Education Service Job Classification Codes of 12 (Teacher), 26 (Non-certificated Charter School Teacher), or 27 (Itinerant/Pull-out/Push-in Teacher). Although the system will accept and store values in this field for Administrator and Pupil Service job classifications, the data are not applicable to those classifications.
7.28	Staff Employment Start Date	This element represents the first date that a given staff member was employed by the LEA.
7.29	Staff Employment End Date	This element represents the last date that a given staff member was employed by the LEA.
7.30	Staff Service Years LEA	This element represents the total number of years a given staff member has worked in a certificated position in the LEA (at any school).  NOTE: If the total number of years worked is less than one year, a "1" must be entered in this field.
7.31	Staff Service Years Total	This element represents the total number of years a given staff member has worked in a certificated position in any educational institution.  NOTE: If the total number of years worked is less than one year, a "1" must be entered in this field.

The following page contains a hierarchy that should be applied when using the "Staff Highest Degree Code" (Field # 7.26 listed in the table above).

*Continued on next page*

## 2.2.1 Staff Demographics, Continued

### Hierarchy for the “Staff Highest Degree Code”

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

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

*Continued on next page*

## 2.2.1 Staff Demographics, Continued

---

**What staff should be included in this submission?**

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

- Certificated employees employed in certificated positions in school districts, county offices of education, charter schools, schools administered by the Department of Corrections, Division of Juvenile Justice, or State Special Schools. Note that even if a given employee is on temporary leave, they should still be included.
- University interns or district interns authorized by the Commission on Teacher Credentialing and employed in certificated positions in school districts, county offices of education, charter schools, schools administered by the Department of Corrections, Division of Juvenile Justice, or State Special Schools.
- Non-certificated instructors who are employed in charter schools and who are providing non-core, non-college prep instructional services, and who have SEIDs.
- Non-certificated administrators in school districts or county offices of education working at the levels of assistant, deputy, associate superintendent, or higher, who have SEIDs.
- Non-certificated administrators in charter schools, who have SEIDs.
- Substitute teachers (long-term and short-term) as defined by the individual districts.
- Itinerant teachers teaching at multiple sites within a district. Itinerant teachers may or may not be in the master schedule at a site.
- “Pull-out/push-in” teachers, also known as “resource teachers,” teaching at multiple sites or at one site. Generally, these teachers are not in the master schedule.
- Individuals on provisional internship permits, short-term staff permits, or teacher/emergency permits.

---

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

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

- Certificated employees in adult education or preschools\*.
- Certificated employees in before- or after-school child care programs that do not include instructional programs designed to meet requirements for promotion or grade-level standards.
- Staff who are not employed directly by the charter schools and who provide instructional services to charter school students.
- Classified employees in non-certificated positions below the level of assistant, deputy, or associate superintendent.

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

---

*Continued on next page*

## 2.2.1 Staff Demographics, Continued

### When should these data be updated in local systems?

Staff demographic data should be updated at the start of the school year, in order to get ready for the Fall 2 submission of staff demographic data to CALPADS. Staff demographic data must also be updated for the EOY 1 – Course Completion submission, in order for CALPADS to capture information on any new teachers who have started employment in given LEAs after the Fall Census Day.

### Best practices for LEAs

LEAs should maintain staff demographic data on an ongoing basis, as staff leave and enter employment with the given LEAs. If data are maintained on an ongoing basis, minimal updates are required in the fall submission.

### What reports must LEAs certify and when?

LEAs are not required to certify any specific reports related to staff demographic information. However, a staff demographic record must exist in CALPADS for any staff reported with a non-classroom based assignment. Therefore, staff demographic information should be up-to-date for the Fall 2 submission when staff assignment and course enrollment data are submitted. While there are no certification reports for staff demographic data, LEAs may view the following report if they wish:

Report #	Name of Report
4.4	Staff Profile – List <ul style="list-style-type: none"> <li>This report lists all staff demographic information for individual staff members.</li> </ul>

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

Report #	Name of Report
4.2	Staff – Count and FTE by Job Classification – Disaggregated
4.3	Staff Teaching Assignments – Detail
4.5	Staff Non-Classroom Based or Support Assignment – Detail

### What state and federal reports are created from staff demographic data?

Federal reports created from the Staff Demographic data include:

- Staff FTE (through the Education Data Exchange Network [EDEN]).

State reports created from the Staff Demographic data include:

- Staffing reports on the CDE’s DataQuest Web site: <http://dq.cde.ca.gov/dataquest>.
  - For example, *Staff by Ethnicity/Race*.

## 2.2.2 Job Classification and Non-Classroom Based Staff Assignment

---

### Introduction

LEAs are required to submit the following information in the Staff Assignment (SASS) file:

- Job classifications for all certificated staff.
- Non-classroom based staff assignments (e.g., administration, pupil services, or non-instruction-related assignments).

Job classifications include whether a certificated staff member is a teacher, an administrator, or is providing pupil services. For more details, see the table that follows—in the *Job classification and non-classroom based staff assignment data elements* subheading—and refer to the comments box for Field # 8.13.

Note that course section assignments for teachers are not reported in the Staff Assignment file and are reported in the Course Section file. However: Assignments for teachers who **only** have non-classroom based assignments should only be reported in the Staff Assignment file and **not** in the Course Section file.

LEAs must also report non-classroom based assignment data for certificated staff who are actively employed by the LEAs.

LEAs may not submit classified employee data to CALPADS.

---

### What is a “non-classroom based” or “support” assignment?

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

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

### Teacher Librarians

Beginning in the 2015–2016 academic year, “Teacher Librarian” (Code 0204) is no longer considered a “non-classroom based or support assignment.” Because teacher librarians are required to have both teaching and library science credentials, these individuals should now be reported with Job Classifications of either “Teacher” (if teaching in a classroom setting) or “Itinerant/Pull-Out/Push-In Teacher” (if teaching in a pull-out library setting). Since these individuals will now be reported as teachers, they will be required to have an associated course. State Course Code 6026 – (Teacher Librarian) Information and Digital Literacy and Digital Citizenship – is the course code that should be used for teacher librarians.

---

*Continued on next page*

## 2.2.2 Job Classification and Non-Classroom Based Staff Assignment, Continued

### Job classification and non-classroom based staff assignment data elements

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

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

Field #	Data Element Public Name	Comment
8.05	School of Assignment	Staff assigned to the district office should report the 7-digit county-district code for the reporting LEA.
8.07	SEID (Statewide Educator Identifier)	A valid SEID is required for the submission of staff data to CALPADS. Records without valid SEIDs will not be accepted by CALPADS. The CTC is responsible for assigning and maintaining SEIDs. For information on SEIDS, refer to the CTC Web site at <a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a> . See the relevant section in Chapter 1 in this guide for methods regarding retrieving SEIDs. If a given staff member does not have a valid SEID, contact the CTC via e-mail at <a href="mailto:SEID@ctc.ca.gov">SEID@ctc.ca.gov</a> .
8.13	Staff Job Classification Code	<p>Job Classification code values include:</p> <ul style="list-style-type: none"> <li>• Administrator.</li> <li>• Pupil Services.</li> <li>• Teacher.</li> <li>• Non-certificated Administrator.</li> <li>• Charter School Non-certificated Teacher.</li> <li>• Itinerant Teacher/Pull-Out/Push-In Teacher (Resource Teacher).</li> </ul> <p>NOTE 1: If a teacher can be classified in both the Teacher and Itinerant or Pull-out/Push-in Teacher classifications, the Itinerant or Pull-out/Push-in Teacher classification should be used.</p> <p>NOTE 2: If a teacher has Non-Classroom Based Staff Assignments as well as regular teaching assignments, both the Classroom and Non-Classroom Based Assignments must be reported with the corresponding Job Classification code.</p>

*Continued on next page*

## 2.2.2 Job Classification and Non-Classroom Based Staff Assignment, Continued

**Job classification and non-classroom based staff assignment data elements, Continued**

Field #	Data Element Public Name	Comment
8.14	Staff Job Classification FTE Percentage	<p>For each staff member reported, LEAs must report the <i>percentage</i> of full-time equivalency spent in each job classification, <i>by school</i>. Here are a couple of examples:</p> <ul style="list-style-type: none"> <li>• For a staff member that is working half time (or 50%), it should be submitted as “50” or “50.0.”</li> <li>• If a principal works full time as a principal, then “100” should be reported, because 100% of the FTE is spent working in the classification of principal.</li> </ul> <p>NOTE: This represents a reporting change. Previously, LEAs reported FTE percentage by <i>job assignment</i>, and it is now to be reported as a <i>percentage</i>.</p> <p>The sum of all FTE percentages by job classification for each staff member cannot exceed 200%. The sum of all FTE percentages by job classification should be greater than or equal to 10%.</p>
8.15–8.21	Staff Non-Classroom Based Job Assignment	<p>LEAs must report all non-classroom based job assignments that each staff member has; up to 7 different assignments per job classification may be submitted. If a teacher's assignment does <b>not</b> involve the instruction of students (e.g., a teacher on special assignment doing curriculum development), the LEA should only report a non-classroom based or support assignment for that teacher in the Staff Assignment file. It is not necessary to submit a Course Section record for a teacher whose assignment does not involve the instruction of students.</p> <p>Any certificated employee, including a teacher, who is still employed with an LEA but has taken a temporary leave of absence from their staff assignments, may be submitted with a Non-Classroom Based or Support Assignment Code of 6018, “Employee on Leave.” Note that in order to use Code 6018, a staff member cannot have ANY additional assignments.</p> <p>NOTE: Refer to the CALPADS Valid Code Combinations document for valid non-classroom based job assignment/job classification combinations. (The document can be found on the CALPADS System Documentation Web page at <a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>.)</p>

*Continued on next page*

## 2.2.2 Job Classification and Non-Classroom Based Staff Assignment, Continued

**Job classification FTE percentage**

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

If ...	Then ...
<ul style="list-style-type: none"> <li>All of the staff time is devoted to the job classification of “Administrator,”</li> </ul>	<ul style="list-style-type: none"> <li>Report 100% to the job classification of “Administrator.”</li> </ul>
<ul style="list-style-type: none"> <li>All of the staff time is devoted to teaching,</li> </ul>	<ul style="list-style-type: none"> <li>Report 100% to the job classification of “Teacher.”</li> </ul>
<ul style="list-style-type: none"> <li>Half of the staff time is devoted to administration, <i>and</i>:</li> <li>The other half of the time is devoted to teaching,</li> </ul>	<ul style="list-style-type: none"> <li>Report 50% to the job classification of “Administrator” and 50% to the job classification of “Teacher.”</li> </ul>

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

**When should these data be updated in local systems?**

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

**What reports must LEAs certify and when?**

LEAs are required to certify the following report related to *job classification* data:

Sub-mission	Census Day	Official Submission Window**	Report #	Name of Report
Fall 2	Fall*	Fall Census Day – Early March	4.1	Staff – Count and FTE by Job Classification

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

There is also an NCLB Core Course Section Compliance Certification report. For more details, see the relevant section in Chapter 2, *Data Groups*, in this guide.

There is *not* a non-classroom based or teaching assignment certification report.

*Continued on next page*

## 2.2.2 Job Classification and Non-Classroom Based Staff Assignment, Continued

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the *Staff Count* and *FTE by Job Classification* certification reports:

Report #	Name of Report
4.2	Staff – Count and FTE by Job Classification Disaggregated
4.4	Staff Profile – List

While there is *not* a non-classroom based or teaching assignment certification report, LEAs do have access to detailed data on non-classroom based and classroom-based teaching assignments (see the table below).

Report #	Name of Report
4.3	Staff Teaching Assignments – Detail
4.5	Staff Non-Classroom Based or Support Assignment – Detail

**What state reports are created from staff assignment – non-classroom based data?**

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

- Staffing reports on the CDE’s DataQuest Web site at <http://dq.cde.ca.gov/dataquest>.
  - For example, *Number of Pupil Services by Type*.

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

## 2.3 Course Data Overview

---

### Contents

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

	<b>Topic</b>	<b>See Page</b>
2.3	Course Data Overview	102
2.3.1	Course Content	106
2.3.2	Class Size	110
2.3.3	Course Section Teacher Assignments	111
2.3.4	Course Characteristics	113
2.3.5	Course Enrollment and Completion	119

---

### Areas of course data

There are five areas of course data that LEAs must maintain locally in order to submit to CALPADS. These data are submitted in the Course Section and Student Course Section Files.

- **Course Content**  
 The area of course content includes the subject areas being covered by courses as identified by local course names and local course IDs that have been mapped to standard state course codes, state course descriptions, and content areas.
- **Class Size**  
 Certain data elements are used to determine how groups of students form physical “classes,” regardless of course content. These data are used to determine average class sizes and student-to-teacher ratios.
- **Course Section Teacher Assignments**  
 Specific data elements identify the teachers teaching given course.
- **Course Characteristics**  
 Course characteristics include:
  - Information about how given courses are delivered.
  - Services that may be provided in given courses.
  - Characteristics about given courses related to specific programs.
- **Course Enrollment and Completion**  
 Course enrollment and completion data provide information about individual student enrollment in courses and individual student completion of departmentalized courses in grades 7–12.

*Continued on next page*

## 2.3 Course Data Overview, Continued

---

### Course files

Course data are submitted to CALPADS in two files. Within each of these files, there are two types of records that are submitted (the abbreviations next to each file name are the category names for the types of records being submitted) :

- **Course Section File (CRSE and CRSC)**
  - CRSE indicates that *course section enrollment* data are being submitted in the file.
  - CRSC indicates that *course section completion* data are being submitted in the file.
  
- **Student Course Section File (SCSE and SCSC)**
  - SCSE indicates that *student course section enrollment* data are being submitted in the file.
  - SCSC indicates that *student course section completion* data are being submitted in the file.

The table below describes this information more simply.

<b>CALPADS File Name</b>	<b>Types of Records Submitted With Each File</b>
Course Section File	<ul style="list-style-type: none"> <li>• CRSE (course section enrollment).</li> <li>• CRSC (course section completion).</li> </ul>
Student Course Section File	<ul style="list-style-type: none"> <li>• SCSE (student course section enrollment).</li> <li>• SCSC (student course section completion).</li> </ul>

*Continued on next page*

## 2.3 Course Data Overview, Continued

---

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

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

- Staff involved in curriculum development and approval of the courses of study or course catalogs.
- Staff responsible for creating the schedule or master schedules for the school years.
- Staff involved in enrolling students in classes.
- Program staff associated with:
  - Developing curriculum specific to their programs.
  - Monitoring teacher assignments.
  - Ensuring that English learners receive services.
  - Career Technical Education, including technical preparation courses.
  - California Partnership Academies.
  - Special education.
  - Independent study.
  - Distance learning (Online learning).
  - Home and hospital.
  - Monitoring class size.

---

**When should these data be updated in local systems?**

LEAs should update course data when they are preparing master schedules for the coming school year.

Collecting and updating the required information about courses requires coordination with multiple program staff within the LEAs. LEAs should start reviewing course data information as they are preparing their master schedules for the coming school year.

---

*Continued on next page*

## 2.3 Course Data Overview, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following reports related to *course* data:

Sub-mission	Census Day**	Official Submission Window***	Report #	Name of Report
Fall 2	Fall	Fall Census Day – Early March	3.4	NCLB Core Course Section Compliance – Count by Content Area
			3.6	Course Section Enrollment – Count by Content Area
			2.4	English Learner Education Services – Student Count Unduplicated
			2.5	English Learner Education Services – Unduplicated Count of Teachers Providing EL Services
EOY* 1	None	Early June – Late July	3.9	Course Sections Completed – Count by Content Area for Departmentalized Courses
			3.14	Career Technical Education Concentrators and Completers – Count by Pathway

\***EOY** = End of Year.

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

\*\*\*Followed by an amendment window.

## 2.3.1 Course Content

### Introduction

The **course content** data include the subjects being covered by courses as identified by local course names and local course IDs that have been mapped to standard state course codes.

These data are submitted in both the Course Section and Student Course Section files.

### Course content data elements

The following data elements identify course content:

Field #	Data Element Public Name	Comment
9.07	CRS-State Course Code (formerly known as the CBEDS Assignment Code)	<p>The State Course Code represents a general subject area. Generally, different <i>local</i> courses may map into the same state course code.</p> <p>Beginning in the 2016-2017 academic year, LEAs must now report course sections that students are scheduled in that have no educational content (State Course Codes 6021 and 6022). These course sections could represent any of the following scenarios:</p> <ul style="list-style-type: none"> <li>• Teacher preparation period with a student assistant</li> <li>• Office assistant</li> <li>• Free period (either no educational content is being delivered or the student is scheduled to leave prior to the end of the normal school day).</li> </ul> <p>NOTE: If there is no teacher assigned to this section (office/attendance assistant or free period), use a generic Statewide Educator Identifier (SEID) of "9999999999" in field 9.16 – SEID.</p>
9.08	CRS-Local Course ID	This element represents a given LEA's code for a specific course.
9.09	CRS-Course Name (local)	This element reflects the local name of a given course.
9.13	CRS-UC CSU Approved Indicator	<p>This element indicates whether a given course meets one or more of the A-G admission requirements.</p> <p>NOTE: Refer to the CALPADS Valid Code Combinations document for a list of courses likely to meet UC/CSU admission requirements. (The document can be found on the CALPADS System Documentation Web page at <a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>. In the document, see the <i>Course Group Master Combos</i> tab.)</p>

*Continued on next page*

(This table is continued from the previous page.)

**Course content data elements, continued**

Field #	Data Element Public Name	Comment
9.14	Course Section ID	LEAs may offer more than one section of a local course. For example, Algebra I may be offered multiple times in a given day. The Course Section ID reflects one instance of a given local course, and it should be unique by school, academic year, and academic term.
9.19	Course Section Instructional Level Code	<p>This code represents a given course that is being taught at a non-standard instructional level. The coded values include:</p> <ul style="list-style-type: none"> <li>• Remedial</li> <li>• Gifted and Talented</li> <li>• Honors – UC Certified</li> <li>• Honors – Non-UC Certified</li> <li>• College Credit*</li> </ul> <p>*Courses should ONLY be reported as “College Credit” courses if they will earn the student college credit. A student may earn high school credit in addition, but the course <b>must</b> earn the student college credit.</p>

---

*Continued on next page*

## 2.3.1 Course Content, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following report related to *course content* data:

Sub-mission	Census Day*	Official Submission Window**	Report #	Name of Report
Fall 2	Fall	Fall Census Day – Early March	3.6	Course Section Enrollment – Count by Content Area <ul style="list-style-type: none"> <li>This report shows—<i>by school and by content area</i>—the State Course Codes and descriptions, the Local Course IDs and names, the numbers of course sections, and the total number of students enrolled.</li> </ul> NOTE: Refer to the CALPADS Valid Code Combinations document (see the <i>Course Group Master Combos</i> tab) for a list of state course codes and their associated content areas. (The document can be found on the CALPADS System Documentation Web page at <a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a> )

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
3.7	Course Section Enrollment – Count and Details
3.8	Course Section Enrollment – Student List
3.9	Course Sections Completed – Count by Content Area for Departmentalized Courses

*Continued on next page*

## 2.3.1 Course Content, Continued

### When mapping local course codes to state codes...

LEAs must map local courses to state course codes based on the course content, not the course names. It is critical that staff familiar with course curriculum participate in this task. Appropriate staff should review the descriptions of the local courses as well as the state course code descriptions.

Accurate assignment/association/selection of the state course codes for each course is essential, because the state course codes are used in the tallying of students enrolled in selected high school courses, such as Algebra 1 or Chemistry. The codes are also used in other course enrollment counts.

### Course sections versus classes

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

#### Example 1:

Latin 1 and Latin 2 may be taught by the same teacher, at the same time, and in the same classroom: Some of the students are receiving Latin 1 content and are enrolled in “Latin 1” with a given course section ID, and other students are receiving Latin 2 content and are enrolled in “Latin 2” with a different course section ID. All students, however, would be enrolled in the same “class” with the same “class ID.”

#### Example 2:

A given class includes subject matter that is both AP and non-AP. Two separate course sections should be created: One for the AP students, and another for the non-AP students. Both records will have the same class ID; each record will have a different course section ID.

### A list of state course codes is available on the CALPADS Web site

For a list of state course codes (formerly CBEDS assignment codes):

Refer to:	Which can be found here:
The CALPADS Code Sets, Course Group State.	The CDE <i>CALPADS System Documentation</i> Web page: <a href="http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp">http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp</a>

### Class and course sections for independent study

For courses delivered via independent study: Class ID and Course Section ID become irrelevant. However, submittal of these fields is required. Thus, for independent study:

- Course sections should represent the content being taught by grade (for example, 7<sup>th</sup> grade English or 9<sup>th</sup> grade algebra).

Class ID should represent all of the students who are receiving the same set of content from the same teacher or teachers.

*Continued on next page*

## 2.3.2 Class Size

### Introduction

The **class size** related data elements are used to determine how groups of students form physical “classes,” regardless of course content. These data are used to provide information on class sizes. Note that for independent study, class size is irrelevant, and courses offered via independent study are **not** included in any of the class size calculations.

### Class size data element

The following singular data element is used to determine class size:

Field #	Data Element Public Name	Comment
9.18	Class ID	<p>The Class ID data element allows multiple course sections to be counted as one class for class size analysis and enrollment reporting (see the CALPADS File Specifications for the definition of a class).</p> <p>For example:</p> <p>A school offers a local course titled “Ceramics 1,” with a course section ID of 101. The school offers another course titled “Ceramics 2,” with a course section ID of 102. Both course sections are taught in the 4<sup>th</sup> period by Mr. Smith in Room 12 during the first semester. Mr. Smith’s 4<sup>th</sup> period class is given “119” as a unique class identifier. Both course sections 101 and 102 would be associated with a class ID of 119. The unique class ID links these two course sections to one class for purposes of tallying the class size for the class held in 4<sup>th</sup> period by Mr. Smith in the first semester.</p>

### What reports must LEAs certify and when?

LEAs are **not** required to certify any reports related to class size for Fall 2. However LEAs have access to supporting reports for other Fall 2 certification reports. – See below.

**Fall Census Day** is the first Wednesday in October.

### What detailed data will LEAs have to help them certify other Fall 2 reports?

LEAs have access to the following supporting reports that provide the detailed data that make up other Fall 2 certification reports:

Report #	Name of Report
3.1	Class Size – by Content Area
3.2	Class Enrollment – by Content Area
3.3	Class Enrollment – Student List

## 2.3.3 Course Section Teacher Assignments

### Introduction

Specific data elements in the Course Section File identify teachers teaching course sections.

### Teacher assignment data elements

The data elements related to course section teacher assignments include:

Field #	Data Element Public Name	Comment
9.16	SEID (Statewide Educator Identifier)	For each course section, LEAs must provide a valid SEID for the teacher teaching the given course section. For more information about SEIDs, see the relevant section in Chapter 1 of this guide. LEAs may also refer to the CTC Web site at <a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a> . If a given staff member does not have a valid SEID, LEAs should contact the CTC via e-mail at <a href="mailto:SEID@ctc.ca.gov">SEID@ctc.ca.gov</a> .
9.17	Local Staff ID	This element is a unique identifier assigned to a staff member by the LEA. This element is used for local reference only.
9.07	CRS-State Course Code	It is important to accurately map local courses to the appropriate State Course Codes, because summary course data are displayed using State Course Codes in DataQuest.
9.25	Multiple Teacher Code	The code values for this data element are (see the CALPADS Code Sets, Multiple Teacher Instruction Strategy Category): <ul style="list-style-type: none"> <li>• Team teaching.</li> <li>• Job sharing.</li> </ul> For course sections that are team taught or shared, LEAs should provide a SEID for each teacher.
9.11	Filler	
9.28	Filler	

## 2.3.3 Course Section Teacher Assignments, Continued

---

### Multiple teacher assignments (job sharing and team teaching)

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

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

- The Class ID should be the same in all course section records.
- Each Course Section record will reflect the SEID of one of the teachers participating in the multiple teacher assignment.

The multiple teacher code in all records should reflect the appropriate multiple teacher assignment type (in the Multiple Teacher Code data element).

---

### A SEID is required for each course section record except in these cases

A SEID is required for each course section record **except** in the following cases:

- Non-credentialed teachers teaching non-core courses in charter schools.
- Teachers teaching course sections administered by Regional Occupational Centers or Programs.
- College professors teaching college courses to K–12 students for high school or college credit.
- Teachers employed by another LEA (Staff Demographic and Assignment records for these teachers should be reported by the employing LEA).
- Teachers employed by a Nonpublic Nonsectarian Certified school (NPS).
- Teachers employed by the private sector.

In any of these cases, a “999999999” must be used in the “SEID” field in the course section record.

Staff demographic and staff assignment records for these teachers should be reported by the employing LEA.

### Substitute teachers

LEAs should report long-term and short-term substitute teachers teaching on Census Day in course sections for which the LEAs do not have permanent teachers. If the LEAs expect the given permanent teachers to return by October 31, the LEAs should report the SEIDs of the permanent teachers in the course section records.

---

## 2.3.4 Course Characteristics

**Introduction** Course characteristics include information about:

- Services provided in given course sections.
- How course sections are delivered.
- Characteristics of given course sections related to specific programs.

Some of these course characteristics were previously embedded in former versions of the CBEDS assignment codes. In CALPADS, these characteristics have been broken out into separate data elements to allow for more flexibility and to remove some of the limitations that were associated with the CBEDS assignment codes. For example, an LEA may now indicate that any given course is being taught through independent study, rather than have to use a specific course code that designates the independent study course.

**Course characteristics data elements related to Career Technical Education**

The following *course characteristics* data elements are used for CTE reporting. See the Career Technical Education section in Chapter 3, *Student Populations and Program Areas*, in this guide for a full explanation of how these elements are used and what reports must be certified.

Field #	Data Element Public Name	Comment
9.07	CRS-State Course Code	State Course Codes (formerly known as CBEDS Assignment Codes) in the 4000 and 5000 series are CTE courses. Students completing these courses are considered CTE participants for federal Perkins reporting purposes. See the Career Technical Education section in Chapter 3, <i>Student Populations and Program Areas</i> , in this guide for a full explanation.
9.10	CRS-Course Content Code	CTE Pathways often include courses that do not map to State Course Codes in the 4000-5000 series (CTE courses) because they may be mapped more appropriately to other subject areas, such as English language arts, math, or science. LEAs may indicate that such courses are part of CTE pathways by using the CTE Course Content Codes.

(This table continues on the following page.)

*Continued on next page*

## 2.3.4 Course Characteristics, Continued

**Course characteristics data elements related to Career Technical Education, Continued**

(This table is continued from the previous page.)

Field #	Data Element Public Name	Comment
9.12	CRS-CTE Postsecondary Articulated Course Indicator	In 2015-2016 this data element was re-purposed. It had previously been called CRS-CTE Technical Preparation Course Indicator, however it was later discovered that the CTE Tech Prep program actually sunsetted prior to implementation in CALPADS. The prior year data associated with this data element have been removed from the database and this data element will now be used to collect information on whether or not a CTE course has been articulated with a postsecondary institution.
9.27	CTE Course Section Provider Code	This required data element indicates whether a given CTE course section is provided by: <ul style="list-style-type: none"> <li>• A Regional Occupational Center or Program; or</li> <li>• The District.</li> </ul> NOTE: Even if a given school does not run a formal CTE program, if it provides a course that meets a CTE course code description, then Field 9.27 should reflect "district."
9.26	Education Program Funding Source Code	This data element indicates whether a given course is funded by California Partnership Academy program funds.

*Continued on next page*

## 2.3.4 Course Characteristics, Continued

**Course characteristics data elements related to English learners**

LEAs must maintain the following information or “attributes” about each course section (listed in the table below). The CDE will determine counts of English learners who are receiving specified English language services based on the services or strategies the learners are receiving through the courses in which they are enrolled in the fall. LEAs must indicate “course attributes” for each course section in which *services* are being provided or where *strategies* are being used. See the English Learners section in Chapter 3, *Student Populations and Program Areas*, in this guide for a full explanation of how these data elements are used for reporting and what reports must be certified.

Field #	Data Element Public Name	Comment
9.20	Education Service Code (English Learners)	<p>The potential code values include:</p> <ul style="list-style-type: none"> <li>• Code 1: Primary Language Instruction and ELD Instruction and/or SDAIE Instruction.</li> <li>• Code 2: ELD Instruction Only.</li> <li>• Code 3: SDAIE Instruction Only.</li> <li>• Code 4: ELD Instruction and SDAIE Instruction but Not Primary Language Instruction.</li> <li>• Code 5: No English Learner Services</li> <li>• Code 6: Other English Learner Services</li> </ul> <p>NOTE: For course sections that are taught by more than one teacher, the value in this field should represent all of the services provided in the course section (a combination of the services those teachers provide). If Code 6 – “Other English Learner Services” is provided by one teacher, and any of the other Education Services are provided by the other teacher, the Education Service Code field should be populated with any of the other service combinations (Codes 1, 2, 3, or 4) and NOT Code 6 – “Other English Learner Services.”</p>

(This table continues on the following page.)

*Continued on next page*

## 2.3.4 Course Characteristics, Continued

**Course characteristics data elements related to English learners, Continued**

This table is continued from the previous page.

Field #	Data Element Public Name	Comment
9.22	Instructional Strategy Code	<p>The potential code values related to English learners include (see the CALPADS Code Sets, Instructional Strategy Code):</p> <ul style="list-style-type: none"> <li>• Alternative EL Program – Two-Way Immersion (Various Models).</li> <li>• Structured English Immersion/English Learner Mainstreaming.</li> <li>• Alternative EL Program – Bilingual (Various Models).</li> <li>• English Learner Mainstreaming.</li> </ul> <p>NOTE: LEAs may select only one instructional strategy for each course section. If a course section uses more than one instructional strategy, the following hierarchy should be used to determine which one to choose:</p> <ol style="list-style-type: none"> <li>1. Special Education.</li> <li>2. Home and Hospital.</li> <li>3. Any of the EL Strategies.</li> </ol> <p>In the future, CALPADS will be modified to allow the selection of more than one instructional strategy for a course section.</p>
9.21	Language of Instruction Code	<p>This element is to be submitted if primary language instruction is provided (in a language other than English) and/or a bilingual strategy is being used. The language to submit here is the non-English language.</p>

*Continued on next page*

## 2.3.4 Course Characteristics, Continued

**Course characteristics data elements related to instructional strategies (non-English learners)**

The following singular data element conveys the use of (specified) instructional strategies for non-English learners within given courses:

Field #	Data Element Public Name	Comment
9.22	Instructional Strategy Code	<p>The potential code values related to non-English learner strategies include (see the CALPADS Code Sets, Instructional Strategy):</p> <ul style="list-style-type: none"> <li>• Home and Hospital.</li> <li>• Special Education.</li> </ul> <p>LEAs may select only one instructional strategy for each course section. If a course section uses more than one instructional strategy, the following hierarchy should be used to determine which one to choose:</p> <ol style="list-style-type: none"> <li>1. Special Education.</li> <li>2. Home and Hospital.</li> <li>3. Any of the EL Strategies.</li> </ol> <p>In the future, CALPADS will be modified to allow the selection of more than one instructional strategy for a course section.</p>

**Course characteristics data elements related to course delivery**

The following data elements convey how given courses are being delivered:

Field #	Data Element Public Name	Comment
9.23	Independent Study Indicator	This data element indicates whether a particular course section is being taught through independent study.
9.24	Distance Learning Indicator (Online Learning)	<p>This data element indicates whether a particular course section is being delivered through distance learning.</p> <p>If the teacher delivering the instruction is not employed by the LEA or does not have a SEID, the LEA should include the SEID of the teacher monitoring the course at the school site.</p>

*Continued on next page*

## 2.3.4 Course Characteristics, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following reports related to *course characteristics*:

Sub- mission	Census Day**	Official Submission Window***	Re- port #	Name of Report
Fall 2	Fall	Fall Census Day – Early March	2.4	English Learner Education Services – Student Count Unduplicated
			2.5	English Learner Education Services – Unduplicated Count of Teachers Providing EL Services
EOY* 1	None	Early June – Late July	3.9	Course Sections Completed – Count by Content Area for Departmentalized Courses
			3.14	Career Technical Education Concentrators and Completers - Count by Pathway

\***EOY** = End of Year.

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

\*\*\*Followed by an amendment window.

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
2.7	English Learner Education Services – Student List
2.11	English Learner Instructional Plan – Count of ELs by Instructional Strategy
3.15	Career Technical Education Concentrators and Completers – Student List
3.16	Educational Options Course Completion – Student Count

## 2.3.5 Course Enrollment and Completion

### Introduction

Course enrollment and completion data provide information about individual student enrollment in courses (for students in grades K–12), and individual student completion of departmentalized courses (for students in grades 7–12).

### Course enrollment and completion data elements

The following table lists the specific data elements related to *course enrollment* and *course completion*. Technical staff should refer to the CALPADS File Specifications for a complete list of the data elements required to submit the Student Course Section File.

Field #	Data Element Public Name	Comment
10.07	SSID	This element is used to match students to appropriate records.
10.13	Local Course ID	This element is used to connect given students enrolled in given courses to the course section records.
10.14	Course Section ID	This element is used to connect given students enrolled in given course sections to the course section records.
10.15	Academic Term Code	This element represents the term in which a given course section occurred.
10.16	Student Credits Attempted	This element represents the number of credits attempted. This is required only for students in grades 9–12 in departmentalized courses if credits are issued.
10.17	Student Credits Earned	This element reflects the number of credits earned. This is required only for students in grades 9–12 in departmentalized courses if credits are issued.
10.18	Student Course Final Grade	This element reflects the final grade received. This is required only for students in grades 7–12 in departmentalized courses. If no credits are issued (e.g., standards-based grading), then either a translation should be made to a traditional grading scheme, or the courses cannot be reported.
10.19	UC/CSU Admission Requirement Code	This element indicates which UC/CSU course requirement is being met for a given student. It is a coded value representing a University of California (UC) or California State University (CSU) college admission course requirement that a high school course has been determined to meet. This determination is made by the UC/CSU systems.
10.20	Marking Period Code	This element is used to report the period within a course section in which a course mark is given to a student for a particular grade.

*Continued on next page*

## 2.3.5 Course Enrollment and Completion, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following reports related to *course enrollment* and *course completion* data:

Sub-mission	Census Day**	Official Submission Window***	Report #	Name of Report
Fall 2	Fall	Fall Census Day – Early March	3.6	Course Section Enrollment – Count by Content Area
EOY* 1	none	Early June – Late July	3.9	Course Sections Completed – Count by Content Area for Departmentalized Courses

\***EOY** = End of Year.

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

\*\*\*Followed by an amendment window.

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
3.7	Course Section Enrollment – Count and Details
3.8	Course Section Enrollment – Student List
3.10	Course Sections Completed – Count and Details for Departmentalized Courses
3.11	Course Sections Completed – Student List for Departmentalized Courses

*Continued on next page*

## 2.3.5 Course Enrollment and Completion, Continued

---

### Course enrollment – what is required

The following list outlines the requirements for course **enrollment** data.

- As part of the Fall 2 submission, LEAs must submit information on the courses in which students are enrolled. This information is submitted through the Course Section and Student Course Section Files.
- LEAs must submit/report courses in which students are enrolled as of Fall Census Day, the first Wednesday in October. If Census Day occurs when some enrolled students are in tracks that are off-session, the Fall 2 submission should include the course sections and the students enrolled in those course sections scheduled on the first day that the tracks are in session after Census Day.

### Regional Occupational Centers and Programs – and College Courses

In addition to the requirements mentioned above, LEAs should report course enrollment in Regional Occupational Centers and Programs, and they should report course enrollment in college courses taken on college campuses, if the courses are captured by the LEAs.

ROC/Ps and colleges cannot submit data directly to CALPADS, **nor** can ROC/Ps and colleges obtain administrator accounts for CALPADS: ROC/P and college course data are submitted through the LEAs in which the students are *primarily* enrolled.

For ROC/P courses, LEAs should indicate in the course section records that the courses are administered by Regional Occupational Centers or Programs (Data Element, Career Technical Education Funding Provider Category, [Coded Value = “1”] Regional Occupational Center or Program).

For college courses, LEAs should indicate in the course section record(s) that courses are college level (Data Element, Course Section Instructional Level Code, [Coded Value = “16”] College). LEAs should only report a course as “College Credit” if the student earns college credit upon completion. The student may earn high school credit in addition, but the course must earn the student college credit in order to be reported as “College Credit” level. Additionally, this coded value should **not** be used for Advanced Placement or International Baccalaureate courses.

If the LEAs do not have SEIDs and staff information for ROC/P and college teachers, the LEAs should submit “9999999999” as the SEIDs for the teachers in the Course Section record.

NOTE: Course enrollment data are required for students taking courses at ROC/Ps or colleges only when the given students are *primarily enrolled* in K–12 LEAs.

(The *course enrollment* requirements continue on the next page.)

---

*Continued on next page*

## 2.3.5 Course Enrollment and Completion, Continued

---

**Course enrollment – what is required,**  
Continued

### Independent Study Courses

While the CDE recognizes that most independent study programs do not have traditional “master schedules,” in CALPADS it is necessary to capture the specific content being taught by the teachers for the purposes of Highly Qualified Teacher reporting.

- **Elementary Level**

One course section should be created for each elementary independent study teacher. This section should be mapped to the Course Group State Code “1000” (self-contained), which indicates multiple-subject instruction. The Independent Study Indicator data element for the course section should be set to “Y.”

- **Secondary level**

Course sections for independent study schools or programs at the secondary level should be created based on the unique teacher/content area combination. For example:

- Section 1 – Teacher A English
- Section 2 – Teacher A Math
- Section 3 – Teacher A History
- Section 4 – Teacher B English
- Section 5 – Teacher B Math
- Section 6 – Teacher B History

The Independent Study Indicator data element for the course section should be set to “Y.”

NOTE: This type of reporting should also be done for “credit recovery” courses taken via computer, even if a given teacher is only present to monitor the student(s) and not to provide direct instruction.

LEAs may opt to report independent study programs using a State Course Code of “self-contained.” However, if a given teacher is not highly qualified for **all** of the NCLB core subjects that he/she is teaching, the LEA must indicate that the teacher is **not** highly qualified.

---

*Continued on next page*

## 2.3.5 Course Enrollment and Completion, Continued

---

### **Course enrollment – what is not required**

The following list outlines *what is not required* for course **enrollment** data.

- LEAs are not required to submit changes to course section and student course section data as changes occur after Fall Census Day. The Fall 2 course enrollment submission is a point-in-time reflection of the courses offered and the students enrolled in those courses on Fall Census Day.
- LEAs are not required to submit course enrollment data for the following:
  - Adult classes
  - Child center/preschool classes
  - Before- or after-school child care programs
  - Pull-out or push-in instruction taught by an itinerant or pull-out/push-in teacher, or resource teacher – unless the course section already exists in the master schedule
  - Students primarily enrolled in a non-public nonsectarian certified school (NPS school)
- LEAs are not required to submit course enrollment data for the following activities\*:
  - Lunch, free period, student aide, homeroom, and study hall (6002-homeroom, study hall)
    - Note that submission is optional for homeroom and study hall.

\*CALPADS will reject any records without valid State Course Codes. Thus, if an LEA tries to submit records for these types of activities using codes that were previously used in CSIS (e.g., code “6012”), the records will be rejected. LEAs should work with their Student Information System (SIS) vendors to filter out these activities from the extracts that they are creating for submission to CALPADS.

---

*Continued on next page*

## 2.3.5 Course Enrollment and Completion, Continued

---

### Course completion – what is required

The following list outlines the requirements for course **completion** data.

- As part of the EOY 1 submission, LEAs must submit information on courses that students have completed during the year. This information is submitted through the Course Section and Student Course Section files.
- LEAs are only required to submit course completion data for students in departmentalized classroom settings in grades 7–12 attending traditional schools.
- LEAs may submit course completion data either after the completion of an official grading period in which credits are awarded, or at the end of the year when students have completed all courses for the school year.
- Grades, credits attempted, and credits earned are only required for grades 9–12; grades are required, but credits attempted and credits earned are not required, for grades 7–8.

NOTE: CALPADS will reject any records without valid State Course Codes. Thus, if an LEA tries to submit records using codes that were previously used in CSIS (e.g., “6012”) for this type of activity, the records will be rejected. LEAs should work with their Student Information System (SIS) vendors to filter out these activities from the extracts that they are creating for submission to CALPADS.

### Regional Occupational Centers and Programs – and College Courses

In addition to the requirements mentioned above, LEAs should report course completion in Regional Occupational Centers and Programs, and they should report course completion in college courses taken on college campuses, if the courses are captured by the LEAs.

ROC/Ps and colleges cannot submit data directly to CALPADS: ROC/P and college course data are submitted through the LEAs in which the students are *primarily* enrolled.

For ROC/P courses, LEAs should indicate in the course section records that the courses are administered by Regional Occupational Centers or Programs (Data Element, Career Technical Education Funding Provider Category, [Coded Value = “1”] Regional Occupational Center or Program).

For college courses, LEAs should indicate in the course section record(s) that courses are college level (Data Element, Course Section Instructional Level Code, [Coded Value = “16”] College). LEAs should only report a course as “College Credit” if the student earns college credit upon successful completion. The student may earn high school credit in addition, but the course must earn the student college credit in order to be reported as “College Credit” level. Additionally, this coded value should **not** be used for Advanced Placement or International Baccalaureate courses.

If LEAs do not have SEIDs and staff information for ROC/P and college teachers, the LEAs should submit “9999999999” as the SEIDs for the teachers in the Course Section record.

NOTE: Course completion data are required for students taking courses at ROC/Ps or colleges only when the given students are *primarily enrolled* in K–12 LEAs.

---

*Continued on next page*

## 2.3.5 Course Enrollment and Completion, Continued

---

**Course completion – what is required,**  
Continued

### Independent Study Courses

While the CDE recognizes that most independent study programs do not have traditional “master schedules,” in CALPADS it is necessary to capture the specific content being taught by secondary teachers (teaching grades 7–12) in the Course Completion data submission.

- **Secondary level**

Course sections for independent study schools or programs should be created based on the unique teacher/content area combination. For example:

- Section 1 – Teacher A English
- Section 2 – Teacher A Math
- Section 3 – Teacher A History
- Section 4 – Teacher B English
- Section 5 – Teacher B Math
- Section 6 – Teacher B History

The Independent Study Indicator data element for the course section should be set to “Y.”

NOTE: This type of reporting should also be done for “credit recovery” courses taken via computer, even if a given teacher is only present to monitor the student(s) and not to provide direct instruction.

LEAs may opt to report independent study programs using a State Course Code of “self-contained.” However, if a given teacher is not highly qualified for **all** of the NCLB core subjects that he/she is teaching, the LEA must indicate that the teacher is **not** highly qualified.

---

*Continued on next page*

## 2.3.5 Course Enrollment and Completion, Continued

---

### Course completion – what is not required

The following list outlines *what is not required* for course **completion** data.

- Regional Occupational Centers and Programs are not allowed to submit data directly to CALPADS. However, LEAs with students completing ROC/P courses should reflect the completion of those courses in the Course Section and Student Course Section files.
- LEAs are not required to reconcile course enrollment and course completion data.
- Credits attempted and credits earned are not required for grades 7–8.
- Course completion data are not required for students in grades 7–8 who are being taught in self-contained settings.
- LEAs are not required to submit course completion data for the following:
  - Adult classes
  - Child center/preschool classes
  - Before- or after-school child care programs
- LEAs are not required to submit course completion data for the following activities\*:
  - Lunch, free period, student aide, homeroom, and study hall (6002-homeroom, study hall).
    - Note that submission is optional for homeroom and study hall.
- Charter schools with students in grades 7–12 that, as a policy, do not award credits and/or grades, are not required to do so.

\*CALPADS will reject any records without valid State Course Codes. Thus, if an LEA tries to submit records for these types of activities using codes that were previously used in CSIS (e.g., “6012”), the records will be rejected. LEAs should work with their Student Information System (SIS) vendors to filter out these activities from the extracts that they are creating for submission to CALPADS.

### Educational Options Courses

If the school is one of the following school types, the school is permitted but not required to submit course completion records:

- Juvenile Court School
  - Division of Juvenile Justice School
  - Community Day School
  - Continuation School
  - Opportunity School
  - Independent Study Charter School (Charter schools delivering a majority of their instruction via independent study)
-



## Chapter 3: Student Populations and Program Areas

---

### Introduction

This chapter contains information about how the student, staff, and course data are used to create required state and federal reports in specific program areas or in accountability areas such as *graduates* and *dropouts*. This chapter reflects student, staff, and course data elements already described in the Data Groups chapter of this guide; with the exception of data collected on the Career Technical Education (CTE) and Student English Language Acquisition (SELA) files, no “new” data are introduced in this section. Rather, this chapter describes how different student, staff, and course data are combined to meet reporting requirements for specific student populations and program areas.

This chapter should help users understand the parameters around the collection, maintenance and submission of the student, staff, and course data related to student populations and program areas. This chapter should give users a good understanding of:

- The state and federal reports associated with given student populations and program area data.
- The business rules that pertain to certain types of data.
- What data must be maintained in local systems.
- When data should be available in local systems.
- When the data will be needed for submission to CALPADS.
- How to prepare for each submission.

**A list of this chapter’s contents follows on the next page.**

---

*Continued on next page*

## Chapter 3: Student Populations and Program Areas, Continued

### Contents

This chapter contains the following topics:

Topic		See Page
3.1	Student Populations	129
3.1.1	Economically and Socioeconomically Disadvantaged	130
3.1.1.1	Defining and Reporting FRPM Eligibility in Provision 2 and 3 and Community Eligibility Provision Schools	136
3.1.2	English Learners	139
3.1.3	Foster Youth	152
3.1.4	Migrant	160
3.1.5	Homeless	163
3.1.6	Special Education	167
3.1.7	Eligible Immigrants	172
3.1.8	Dropouts	175
3.1.9	Graduates	183
3.2	Program Areas	185
3.2.1	Career Technical Education	186
3.2.2	Educational Options Schools and Programs	194
3.2.3	Highly Qualified Teachers (Removed)	196
3.2.4	Home/Hospital and Independent Study Programs	197

## 3.1 Student Populations Overview

---

The Student Populations section contains the following student populations topics:

	<b>Topic</b>	<b>See Page</b>
3.1.1	Economically and Socioeconomically Disadvantaged	130
	3.1.1.1 Defining and Reporting FRPM Eligibility in Provision 2 or 3 and Community Eligibility Provision Schools	136
3.1.2	English Learners	139
3.1.3	Foster Youth	152
3.1.4	Migrant	160
3.1.5	Homeless	163
3.1.6	Special Education	167
3.1.7	Eligible Immigrants	172
3.1.8	Dropouts	175
3.1.9	Graduates	183

---

## 3.1.1 Economically and Socioeconomically Disadvantaged Students

---

### Introduction

This section describes the type of data that are collected and utilized to identify students who are economically disadvantaged (also referred to as “Free or Reduced-Price Meal Eligible” or “FRPM-Eligible”) and socioeconomically disadvantaged. These data are important because economically disadvantaged students generate additional funding for LEAs and socioeconomically disadvantaged students constitute a subgroup for state and federal accountability measures.

---

### Contents

This section contains information relevant to the economically and socioeconomically disadvantaged student populations mentioned above, and it includes a sub-section that covers the following topic:

	<b>Topic</b>	<b>See Page</b>
3.1.1.1	Defining and Reporting FRPM Eligibility in Provision Schools	136

---

### Explanation regarding why “economically disadvantaged” is the same as “FRPM-eligible”

Eligibility for Free or Reduced-Price Meals (FRPM ) under the National School Lunch Program (NSLP) is established based on a determination that a student’s income or the student’s household income is below 130 percent of the federal poverty level (eligible for a free lunch) or between 130 percent and 185 percent of the federal poverty level (eligible for a reduced-price lunch).

In addition, under NSLP, some categories of students, such as homeless, foster, and migrant students, are deemed “FRPM eligible” without an application that determines income level. California uses FRPM-eligibility as a proxy for determining which students are low-income and therefore economically disadvantaged. That is why students who are economically disadvantaged are also referred to as “FRPM-Eligible.”

*Continued on next page*

### 3.1.1 Economically and Socioeconomically Disadvantaged Students, Continued

**How is eligibility for FRPM determined?**

Eligibility for FRPM can be determined in the following ways:

1. A student meets National School Lunch Program (NSLP) income criteria as documented by an NSLP application form on file. (For these students, LEAs must submit Education Program Code 181—*Free Meal* or 182—reduced-price meal to CALPADS.)
2. A student is identified by the LEA to meet the same household income eligibility criteria required by the NSLP as documented on an alternative household income data collection form (program code 181—free meal or 182—reduced-price meal).
3. A student is categorically eligible for FRPM based on his or her status as:
  - a. Migrant (program code 135);
  - b. Homeless (program code 191);
  - c. Foster in an out-of-home placement identified through a statewide match with California Department of Social Services foster data (program code not needed); or
  - d. Participating in the Food Distribution Program on Indian Reservations (FDPIR) (program code 181—free meal).
4. A student is directly certified as eligible for free meals based on the CALPADS state-administered automatic match with California’s CalFresh (formerly Food Stamp) and CalWORKs eligibility data (program code not needed).
5. Student is directly certified as eligible for free meals based on a match conducted by an LEA and its county welfare department of student enrollment and CalFresh and CalWORKs eligibility data (program code 181—free meal).

**What is the difference between economically disadvantaged and socio-economically disadvantaged?**

Socioeconomically disadvantaged students are economically disadvantaged **or** have parents who did not graduate from high school.

The following table outlines the difference between “Economically Disadvantaged” and “Socioeconomically Disadvantaged”:

<b>Criteria Used</b>	<b><i>Economically Disadvantaged</i></b> <b>Used to generate additional funding for LEAs</b>	<b><i>Socioeconomically Disadvantaged</i></b> <b>Used as an accountability subgroup</b>
Eligible for FRPM (by any of the determinations noted in last section)	Y	Y
Parent is not a high school graduate	N	Y

*Continued on next page*

### 3.1.1 Economically and Socioeconomically Disadvantaged Students, Continued

**What data are used to determine economically or socio-economically disadvantaged status?**

The data used to determine whether or not a student is identified as economically or socioeconomically disadvantaged are submitted by LEAs through the Student Program (SPRG) file and the Student Information (SINF) file, or are the result of a statewide match conducted by CALPADS of enrollment data submitted by LEAs and data from California Department of Social Services (CDSS) systems.

Data submitted by LEA to CALPADS:

Field #	Data Element Public Name	Comment	Economically Disadvantaged	Socio-economically Disadvantaged
3.13	Education Program Code	The following program codes submitted in the Student Program (SPRG) file. <ul style="list-style-type: none"> <li>• Free or Reduced Price Meal (181 or 182)</li> <li>• Migrant Education (135)*</li> <li>• Homeless (191)*</li> </ul>	X	X
2.50	Parent Guardian Highest Education Level Code	The following code for this element submitted in the Student Information (SINF) file: <ul style="list-style-type: none"> <li>• “Not a High School Graduate” (Code 14)</li> </ul>		X

Student enrollment data matched with CDSS data:

Data Set	Economically Disadvantaged	Socio-economically Disadvantaged
CALPADS state-administered automatic match with California’s CalFresh (formerly Food Stamp) and CalWORKs eligibility data	X	X
CALPADS state-administered automatic match with foster data identifying that a student is in a foster placement	X	X

NOTE: LEAs do not need to submit any program records for students directly certified or identified as foster youth through the statewide matching processes conducted through CALPADS.

\*LEAs must also submit additional data elements when submitting these programs. Specifically, when submitting a migrant program record, the Migrant Student ID field must also be populated, and when submitting a homeless record, the dwelling type and Unaccompanied Youth and Runaway Youth indicators are required. For more information, see sections on migrant, homeless, and foster students in this chapter.

*Continued on next page*

### 3.1.1 Economically and Socioeconomically Disadvantaged Students, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following reports related to *economically disadvantaged student* data:

Sub-mission	Census Day*	Official Submission Window**	Report #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.1	Enrollment – Primary Status by Subgroup
			1.17	FRPM/EL/Foster – Count

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

LEAs should note that on Report 1.1:

- The “Socio-Economically Disadvantaged” column displays an aggregate count of socioeconomically disadvantaged students enrolled on Census Day. This count includes the students who *may* be included in the socioeconomically disadvantaged accountability subgroup if they are continuously enrolled to the first day of state testing.

LEAs should note that on Report 1.17:

- The “Total Unduplicated Eligible Free/Reduced Meal Counts” column (K–12) reflects the LEA’s certified economically disadvantaged student count used to determine grant eligibility for numerous programs.
- The “Total Unduplicated Eligible Free/Reduced Meal Counts” column with filter “Ages Eligibility” is used to determine federal Title I and Title II allocations for county offices of education and direct funded charter schools.
- The “Unduplicated FRPM/EL/Foster Youth” column (K–12) is used as the starting point for determining the Unduplicated Pupil Percentage (UPP) used in calculating LEAs’ supplemental and concentration grants under the Local Control Funding Formula (LCFF).
- Students enrolled in kindergarten (Grade: “KN-Kindergarten”) whose fifth birthday is after December 2<sup>nd</sup> of the selected “Academic Year:” are excluded from the LCFF count.

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
1.2	Enrollment – Primary Status Student List
1.18	FRPM/EL/Foster – Student List

### 3.1.1 Economically and Socioeconomically Disadvantaged Students, Continued

---

**What data are posted on DataQuest?**

Counts of economically disadvantaged students are used in a variety of reports and downloadable files published on DataQuest, specifically:

Census Day (first Wednesday in October) counts of economically disadvantaged students certified by LEAs as part of their Fall 1 submission are used to create this file posted on DataQuest:

- **Student Poverty – FRPM Data**

This file is used to determine whether schools are eligible to participate in certain grant programs, such as the After School Education and Safety Program and 21st Century Community Learning Centers Program. The FRPM eligible count of students ages 5–17 is used to determine Title I and II funding allocations for county offices of education and direct funded charter schools.

Census Day counts of economically disadvantaged students also contribute to the creation of this file posted on DataQuest:

- **CALPADS Unduplicated Pupil Count (UPC) Source File**

The CALPADS Unduplicated Pupil Count (UPC) Source File is used as the starting point for determining the Unduplicated Pupil Percentage (UPP) used in calculating LEAs' supplemental and concentration grants under the Local Control Funding Formula (LCFF).

---

**When should these data be updated in local systems?**

Best practices for LEAs would be to submit parent education data and the program eligibility data elements following the enrollment of students with new SSIDs, or to submit updates to existing data upon enrolling transferring students, if applicable. See Section 2.1.3, *Student Program – Eligibility and Participation*, in this guide for more information about when to update student program data.

LEAs should also update student address information for all students at least annually. This is because the student address is used in the CALPADS state-administered automatic match with California's CalFresh (formerly Food Stamps) and CalWORKs eligibility data, and an updated address will increase the likelihood of a match and identification of a student as FRPM-eligible.

---

**Benefits of updating CALPADS on an ongoing basis**

These data elements are used throughout the year. Updating these data elements on an ongoing basis minimizes the LEAs' workload during submission windows and prior to pulls of CALPADS data for accountability and assessment registration purposes.

---

### 3.1.1 Economically and Socioeconomically Disadvantaged Students, Continued

**For more information**

For more information about programs related to economically and socioeconomically disadvantaged student populations, refer to the relevant Web pages listed below.

<b>For information about:</b>	<b>Refer to:</b>
Economically disadvantaged students under LCFF	The CDE <b>Local Control Funding Formula</b> Web page: <a href="http://www.cde.ca.gov/fg/aa/lc/">http://www.cde.ca.gov/fg/aa/lc/</a>
Socioeconomically Disadvantaged	The CDE <b>2009–10 APR Glossary-Base API</b> Web page: <a href="http://www.cde.ca.gov/ta/ac/ap/glossary10b.asp">http://www.cde.ca.gov/ta/ac/ap/glossary10b.asp</a>

### 3.1.1.1 Defining and Reporting FRPM Eligibility in Provision Schools

---

**Introduction** This section discusses the requirements for determining *economically disadvantaged* students or Free or Reduced-Price Meal (FRPM) eligibility in schools under a National School Lunch Program (NSLP) Provision 2 or 3, and Community Eligibility Provision (CEP).

---

**What is an NSLP Provision school?** There are two types of NSLP provision schools:

1. Provision 2 or 3 Status
2. Community Eligibility Provision Status

#### **Provision 2 and 3 Status**

Under the NSLP, LEAs may apply to the CDE for Provision 2 or 3 status. Schools with a Provision 2 or 3 status receive reimbursements for meals served, based on participation in a “base year” during which NSLP eligibility applications are collected in order to establish percentages of students eligible for FRPM. Schools on a provision 2 or 3 status are then prohibited from **collecting eligibility applications in the subsequent years**, but must collect eligibility applications again when it is time to reestablish a new base year.

#### **Community Eligibility Provision (CEP) Status**

Under the NSLP, LEAs may apply to the CDE for CEP status if they meet certain criteria. The CEP uses information from other programs instead of information from traditional NSLP applications, and these schools in fact never collect NSLP eligibility applications. Schools participating under the CEP receive reimbursements for meals served based on the “Identified Student Percentage” (ISP) established as of April 1 of the year prior to starting participation in the CEP. If the ISP increases in years two through four, a school may apply for their reimbursements to be paid based on the higher ISP. The ISP will never go lower than the ISP identified in the base year. “Identified students” are students directly certified for meals who receive CalFresh, CalWORKs, or Food Distribution Program on Indian Reservations (FDPIR) benefits, and the extension of these benefits to students within the same household. It also includes students certified as foster, homeless, migrant, runaway, or participating in Head Start Programs.

---

**How do provision schools collect income eligibility data?** For non-provision schools, income eligibility data are obtained from the NSLP application, through direct certification processes, or through categorical eligibility; however, because Provision 2 or 3 are prohibited from collecting NSLP applications once the school’s status is established, and CEP schools never collect NSLP applications, it is necessary to collect income information in an alternative manner to determine which students (if they are not directly certified or categorically eligible) are economically disadvantaged. Therefore, LEAs must collect data using an alternative household income data collection form.

NOTE: Students completing an alternative household income data collection form at a Provision 2 or 3 or CEP school who do NOT meet the income eligibility criteria will still receive free meals because of the school’s status, but should NOT be reported in CALPADS as FRPM eligible

---

*Continued on next page*

### 3.1.1.1 Defining and Reporting FRPM Eligibility in Provision Schools, Continued

---

**How often must provision schools collect these data?**

Provision 2/3 and CEP schools must establish a “base year” for the collection of this income information for LCFF. This is distinct from the “base year” for Provision 2/3 schools, however, schools *may* perform the LCFF base year data collection during the same year that they establish a new “base year” under the NSLP; in this case, income information from NSLP applications should be used for Provision 2/3 schools. However, LEAs choosing to establish a base year that is different from a Provision 2/3 base year must collect income data for all eligible students **at least once every four years**, and collect income data for every newly enrolled student in the intervening years.

NOTE: A school may use NSLP application forms to collect household income data as permitted under the provisions of the NSLP. If the use of NSLP application forms is not permitted, a school must use alternative household income data collection forms.

---

**When and how should CALPADS be updated with FRPM eligibility data from provision schools?**

Even though NSLP applications or alternative household income forms are only collected every four years for existing students in provision schools, **FRPM program eligibility data for students must still be submitted to CALPADS every year.**

*For existing students*, the eligibility data that are submitted to CALPADS are based on the student’s income eligibility information established in the base year. LEAs should annually submit a program record with a Free Meal Code (181) or Reduced-Price Meal code (182) if the student was FRPM eligible.

*For new students*, LEAs must collect a household income data collection form, and then submit a program record with a Free Meal Code (181) or Reduced-Price Meal code (182) based on the household income level reported on the alternative household income data collection form.

---

**How else are these data used?**

Identifying students as FRPM-eligible is important not only for grant eligibility determinations and funding calculations, but it is also used to track the academic achievement of the *socioeconomically disadvantaged* student group, as defined in California’s accountability workbook approved by the State Board of Education, and submitted to the federal United States Department of Education as required by federal accountability statute. Therefore, any students identified as FRPM-eligible may be included in schools’ *socioeconomically disadvantaged* accountability subgroup if they are continuously enrolled at the school from Census Day (first Wednesday in October) to the first day of state testing.

---

*Continued on next page*

### 3.1.1.1 Defining and Reporting FRPM Eligibility in Provision Schools, Continued

---

**What information must be collected on household income?**

Alternative household income forms that contain the following minimum information would be considered valid documentation:

- Information to identify the child(ren)
- Information sufficient to determine that the child or household meets federal poverty income eligibility requirements based on family income and household size, and if so, whether household income is below 130 percent of the federal poverty level (eligible for a free lunch) or between 130 percent and 185 percent of the federal poverty level (eligible for a reduced-price lunch). (The distinction between free and reduced-price eligibility is needed for federal data reporting, not the LCFF.)
- Certification that information is true
- Parent/guardian signature, printed name, and date signed
- Confidentiality statement

The CDE has developed several sample forms to collect income eligibility information: Please note that these forms are not designed for and should not be used to determine eligibility for free or reduced-priced meals under the NSLP. The sample forms are posted on CDE's LCFF Frequently Asked Questions Web page at <http://www.cde.ca.gov/fq/aa/lc/lcffffaq.asp> Click on the "Unduplicated Pupils at Schools with Provision 2 and 3 or Community Eligibility Provision (CEP) Status" link.

---

## 3.1.2 English Learners

---

### Introduction

This section describes the types of data that are collected and used to report on the English language acquisition of all students. This includes students' primary language, which should never change. For students' whose primary language is a language other than English or American Sign Language, it includes information about their acquisition of the English language. The English language acquisition status of these students should only be submitted when there is a change in statuses.

LEAs are required to submit this information to CALPADS in order for the CDE to create required state and federal reports, for use in funding calculations, and to determine the English learner subgroup for state and federal accountability measures.

LEAs also submit what English learner services and strategies are being provided or used in course sections in order to create a report similar to the previous Language Census spring collection (report) which was discontinued when data collection was moved to CALPADS.

---

### What data must English learner program staff provide?

English learner program staff must provide the following data for submission to CALPADS:

- The primary language of each English learner.
  - The most current English language acquisition status (ELAS) of each student.
  - The date a given student's English language acquisition status was initially *determined*.
  - The date a given student's English language acquisition status *changed*.
  - The English learner service (primary language, ELD, etc.) being provided in each course section.
  - The English learner strategy (bilingual, dual immersion, mainstreaming etc.) being used in a given classroom.
- 

### What is "primary language"?

In CALPADS, "Primary Language" means the language that is used to determine whether or not the student needs to be assessed with the California English Language Development Test (CELDT). This language is determined from information submitted on the Home Language Survey, or through other local processes. A student's primary language should never change.

---

*Continued on next page*

### 3.1.2 English Learners, Continued

**Student English learner data elements**

Data related to student English language acquisition are collected through the following three files:

**Student English language acquisition data elements** are submitted in the *Student English Language Acquisition (SELA) File*:

Field #	Data Element Public Name	Comment
12.13	English Language Acquisition Status Code	<p>The potential code values include:</p> <ul style="list-style-type: none"> <li>English or American Sign Language <b>only</b> (EO).</li> <li>English Learner (EL).</li> <li>Initially Fluent-English Proficient (IFEP).</li> <li>Reclassified Fluent-English Proficient (RFEP).</li> <li>To Be Determined (TBD).</li> </ul> <p>Also, see “What are appropriate uses of ELA statuses?”</p> <p>Students new to the State of California who may have been Reclassified Fluent-English Proficient (RFEP) in another state must still be assessed with the CELDT upon enrollment in a California public school. Therefore, the initial ELAS Code for a new student can never be “RFEP.”</p>
12.14	English Language Acquisition Status Start Date	<ul style="list-style-type: none"> <li>The Start Date must be provided for EO, EL, IFEP, and RFEP students, and for students who are TBD in grades K–12.</li> <li>The Start Date must be included each time there is a change in status.</li> <li>If an LEA submits the same status with a more recent Start Date, CALPADS will reject the record and maintain the existing start date.</li> <li>The Start Date for EO should align with the first day of the student enrollment.</li> </ul>
12.15	Primary Language Code	<ul style="list-style-type: none"> <li>To be an English learner, the Primary Language Code must be a language other than English or American Sign Language.</li> <li>This element should be established <b>once</b> and should not change throughout the course of the student’s academic career. This is true even when the English language acquisition status of an English learner is changed to Reclassified Fluent-English Proficient (RFEP).</li> <li>This element is required for students in grades kindergarten through 12. It is NOT required and should not be submitted for pre-kindergarten students.</li> </ul>

*Continued on next page*

### 3.1.2 English Learners, Continued

**Student English learner data elements, continued**

The following data element submitted on the *Student Information File* is **required** for English learners, though the data element is not used to determine English learners.

Field #	Data Element Public Name	Comment
2.45	Student Initial US School Enrollment Date	This element reflects the initial U.S. school enrollment date in <b>kindergarten through 12<sup>th</sup> grade</b> .

**Course Section data elements** are submitted in the *Course Section (CRSE) File*:

Field #	Data Element Public Name	Comment
9.20	Education Service Code (English Learners)	<p>All EL students should be in course sections that provide EL services (this is usually based on the teacher’s credentials and authorizations).The potential code values include:</p> <ul style="list-style-type: none"> <li>• Code 1: Primary Language Instruction and ELD Instruction and/or SDAIE Instruction.</li> <li>• Code 2: ELD Instruction Only.</li> <li>• Code 3: SDAIE Instruction Only.</li> <li>• Code 4: ELD Instruction and SDAIE Instruction but Not Primary Language Instruction.</li> <li>• Code 5: No English Learner Services</li> <li>Code 6: Other English Learner Services</li> </ul> <p>*For more information on which teaching credentials and authorizations are required to provide specific English learner services, please reference the following document published by the California Commission on Teacher Credentialing: <i>Serving English Learners</i>: <a href="http://www.ctc.ca.gov/credentials/leaflets/cl622.pdf">http://www.ctc.ca.gov/credentials/leaflets/cl622.pdf</a></p> <ul style="list-style-type: none"> <li>• NOTE: This field is required for all course sections that have EL students.</li> </ul>

(This table continues on the next page)

*Continued on next page*

This table is continued from the previous page

Field #	Data Element Public Name	Comment
9.22	Instructional Strategy Code (English Learner)	<p>All EL students should be in course sections with designated instructional strategies. The potential code values include:</p> <ul style="list-style-type: none"> <li>• Alternative EL Program – Two-Way Immersion (Various Models).</li> <li>• Structured English Immersion/English Learner Mainstreaming.</li> <li>• Alternative EL Program – Bilingual (Various Models).</li> <li>• English Learner Mainstreaming.</li> </ul> <p>NOTE: LEAs may select only one instructional strategy for each course section. If a course section uses more than one instructional strategy, the following hierarchy should be used to determine which one to choose:</p> <ol style="list-style-type: none"> <li>1. Special Education.</li> <li>2. Home and Hospital.</li> <li>3. Any of the EL Strategies.</li> </ol>
9.21	Language of Instruction Code	<p>This element is to be submitted if primary language instruction is provided (in a language other than English) and/or a bilingual strategy is being used. The language to submit here is the non-English language.</p>

*Continued on next page*

## 3.1.2 English Learners, Continued

---

**When should these data be updated in local systems and in CALPADS?**

**Update student English Language Acquisition Status (ELAS) data using the SELA:**

- Upon enrollment of a NEW student (brand new SSID) in grades kindergarten through twelfth grade. (Student has no existing ELAS records in CALPADS.)
- When a student has a valid change in their ELAS (see “What are valid English language acquisition status sequences?”).
- When any K–12 student with an ELAS of “TBD” has that status for more than 90 days from the ELAS Start Date.

LEAs do not need to update the ELAS of incoming students transferring from another California school whose statuses already exist in CALPADS. Instead, LEAs should update their student information system with students’ ELAS in CALPADS. CALPADS provides students’ current ELAS on various extracts to facilitate this process.

**Update English learner services and strategies reported on the course record before the beginning of the school year:**

- The English learner course section information (services and strategies) should be updated and included in LEAs’ local systems at the beginning of the school year when course master schedules are being finalized. The data will then be available when course section data are extracted from local systems and submitted to CALPADS in the fall.
- Program staff at the LEAs should ensure that English language services and strategy attributes are provided for each course section, as appropriate.
- Human resources staff should also ensure that teachers teaching courses with English learner services and strategy attributes have the appropriate credentials and authorizations to provide the specific English language services or instructional strategies.

---

**Benefits of keeping CALPADS up to date**

**Keeping student ELAS data current in CALPADS:**

- Ensures that LEAs have access to current data on students transferring to their schools, thus helping schools place new students in appropriate programs.
- Ensures current data when English language acquisition statuses are used throughout the year to create the English learner and limited-English-proficient subgroups used for many state and federal reports, accountability measures, and test registration for the California Assessment of Student Performance and Progress (CAASPP).
- Minimizes LEAs’ workload during submission windows.

---

*Continued on next page*

### 3.1.2 English Learners, Continued

**What are appropriate uses of ELA statuses?**

The following table outlines when it is and is not appropriate to submit specific ELA statuses in CALPADS. Additionally, refer to the CALPADS Valid Code Combinations Document, “Current ELAS – Submitted ELAS” tab, for all valid combinations for current ELAS codes and any subsequent ELAS codes being submitted to CALPADS:

<b>ELAS</b>	<b>Appropriate Use</b>	<b>Inappropriate Use</b>	<b>Result of Inappropriate Use</b>
TBD	Use this status when a student has not yet been assessed with the CELDT or the results from the CELDT are not yet known.	DO NOT use this status for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students or when a student transfers to your district from another California district.	If submitted for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult students, those records will not be included in any EL reports and the records will be rejected. If submitted for a student with an existing ELAS in the system, the record will be rejected.
EO	Use this status when a student does not need to be assessed with the CELDT because he or she shows no indication of needing English learner services.	DO NOT use this status for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students or for students who were assessed with the CELDT and designated as IFEP.	If submitted for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult students, those records will be rejected. A student should never be designated EO if they took the CELDT. However, the system will allow a status change of EO to IFEP because the EO status may have been in error.
EL	Use this status when a student has taken the CELDT and the results indicate that the student is an English learner.	DO NOT use this status for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students. There is currently no assessment to determine whether or not pre-kindergarten students are English learners.	If submitted for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult students, those records will not be included in any EL reports and the records will be rejected.
IFEP	Use this status when a student has taken the CELDT and the results indicate that the student is proficient in English.	DO NOT use this status for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students or for students who have never taken the CELDT, including pre-kindergarten students.	If submitted for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult students, those records will be rejected. A student should never be designated IFEP if they have NOT taken the CELDT. However, the system will allow a status change of EO to IFEP because the EO status may

			have been in error.
RFEP	Use this status when a student has taken the CELDT, was designated an English Learner, then based on a local reclassification process, has been reclassified fluent English proficient.	DO NOT use this status for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students or for students who were never designated as an English learner in a California public school. If a student was RFEPed in another state, the student must still be assessed with the CELDT and therefore the initial status would be EL or IFEP.	If submitted for IN (Infants), TD (Toddler), PS (pre-kindergarten) or AD (Adult) students, those records will be rejected. If submitted for a student WITHOUT an existing ELAS in the system, the record will be rejected.

*Continued on next page*

### 3.1.2 English Learners, Continued

**What are valid English language acquisition status sequences?**

The following English language acquisition status sequences are followed in CALPADS. LEAs should begin to enforce these sequences at the local level to ensure that the English language acquisitions status data in CALPADS are current and accurate.

**For students with no existing ELAS in CALPADS (students with NEW SSIDs):**

If a Student's ELAS in CALPADS is...	Then the only valid changes that can be submitted are...
None	To Be Determined (should be changed as soon as status is determined) English Only English Learner Initial Fluent English Proficient

For many LEAs, there is a time during the school year when reclassifications are made. These changes should be reported to CALPADS on an ongoing basis because these data are used throughout the year for numerous purposes.

**For students with an existing ELAS in CALPADS:**

If a Student's ELAS in CALPADS is...	Then the only valid changes that can be submitted are...	Rationale
TBD	English Only English Learner Initial Fluent English Proficient	A status of TBD should be updated as soon as the student's status becomes known. A status of TBD that extends in CALPADS for more than 90 days will be rejected upon Fall 1 certification. A student's initial status in CALPADS can never be RFEP, even if the student was reclassified in another state. California law requires that the student be tested with the CELDT if they show an indication of needing

		English learner services; therefore the initial status could only be EO, EL, or IFEP.
EO	EL* IFEP**	*This is ONLY a valid change when the initial designation of EO was made in error, or was based on incomplete information and the student is in need of English learner services. **This is ONLY a valid change when the initial designation of EO was made in error as the student HAD been assessed with the CELDT and was deemed proficient.

*Continued on next page*

### 3.1.2 English Learners, Continued

**What are valid English language acquisition status sequences?**  
 Continued

If a Student's ELAS in CALPADS is...	Then the only valid changes that can be submitted are...	Rationale
EL	RFEP EO*	Once a student has been designated as an English learner, that student should either: 1. Stay an English learner until the student has achieved reasonable fluency; <i>or</i> : 2. Be redesignated as "Reclassified Fluent English Proficient" (RFEP) once the student has achieved reasonable fluency. *This is ONLY a valid change when the initial designation of EL was made in error and the student DID NOT take the CELDT.
IFEP	EO**	**This is ONLY a valid change when the initial designation of IFEP was made in error as the student DID NOT take the CELDT.
RFEP	None	Once a student is reclassified fluent English proficient, they remain RFEP for the remainder of their education in a California public school. Even if the student transfers to a new district and that district has different reclassification criteria, the student's status may never be changed back to EL.

NOTE: These sequences are enforced in CALPADS. If an LEA submits a status that is not allowed, the record will be rejected. If an LEA submits the same status with a more recent start date the record will be rejected since the earlier start date is more accurate.

*Continued on next page*

### 3.1.2 English Learners, Continued

---

**What is the NCLB accountability subgroup – Limited English Proficient (LEP)?**

Limited English proficient (LEP) is a federal NCLB accountability subgroup and includes:

- Students who are designated to be an English learner; and
- Students who are redesignated as “Reclassified Fluent-English Proficient” (RFEP) but have not yet scored *proficient* or above on the California Standards Test (ELA CST), the California Assessment of Student Progress and Performance (CAASPP), or the California Alternative Assessment (CAA) in English-language arts at least three times (not necessarily consecutive).

Therefore, the LEP subgroup includes EL and some number of RFEP students. **This NCLB subgroup is used when creating the NCLB accountability subgroups which are currently not displayed in CALPADS.**

---

*Continued on next page*

### 3.1.2 English Learners, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following reports related to *English learner* data:

Sub- mission	Census Day*	Official Submission Window**	Re- port #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.17	FRPM/English Learner/Foster Youth – Count
			2.8	English Language Acquisition Status – Count by Primary Language
			2.9	English Language Acquisition Status – Census Comparison
			2.12	English Language Acquisition Status – ELs Reclassified RFEP
Fall 2	Fall	Fall Census Day – Early March	2.4	English Learner Education Services – Student Count Unduplicated
			2.5	English Learner Education Services – Unduplicated Count of Teachers Providing EL Services

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

- Report 1.17 FRPM/English Learner/Foster Youth – Count displays a count of EL students enrolled in the LEA on Census Day because EL students generate additional funding for LEAs under the supplemental and concentration grants of the Local Control Funding Formula (LCFF).

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
1.18	FRPM/English Learner/Foster Youth – Student List
2.6	English Learner – Count by Primary Language
2.7	English Learner Education Services – Student List
2.8	English Language Acquisition Status – County by Primary Language
2.11	English Learner Instructional Plan – Count of ELs by Instructional Strategy
2.13	English Language Acquisition Status – ELs Reclassified RFEP Student List

*Continued on next page*

### 3.1.2 English Learners, Continued

---

**How does the state use these data to create reports?**

The list below describes different ways in which the state uses English learner data to create reports.

- Students enrolled in the LEA on Census Day identified as English learners are included in the Unduplicated Pupil Count (UPC) to determine the Unduplicated Pupil Percentage (UPP) used to calculate Supplemental and Concentration grants under the Local Control Funding Formula (LCFF).
- An EL student is counted as receiving services if the student is enrolled in a course section in which EL services are being provided; these data are provided in the Fall 2 submission.
- An EL student is counted as receiving instruction through a particular instructional strategy if the student is enrolled in a class or course in which an EL strategy is being provided; these data are provided in the Fall 2 submission.
- If an EL student is receiving English language services in more than one course section, the student is counted only once as receiving services.
- A teacher providing EL services is counted only once, in the service category that is most comprehensive (e.g., if a teacher provides “ELD services” in one course, and “primary instruction and any other EL service” in another course, the teacher is counted as providing “primary instruction and any other EL service”).

---

*Continued on next page*

### 3.1.2 English Learners, Continued

---

**When and how are the data used?**

Fall 1 certified data are used to:

- Determine the Unduplicated Pupil Count of English learners for the Local Control Funding Formula (LCFF).
- Determine counts of eligible limited-English-proficient students for the purposes of funding LEAs for the NCLB Title III LEP Program.
- Report LEP counts (EL counts) to the United States Department of Education on the Title III Biennial Report and other federal reports.

Fall 2 certified data are used to:

- Report English language acquisition statuses, services, and strategies to create the Language Census Report (LCEN).\*

Data from the CALPADS Operational Data Store (ODS) are used:

- At various times throughout the year for the reporting of assessment reports, accountability subgroups, and California Assessment of Student Performance and Progress (CAASPP) registration.

\*NOTE: This represents a change in how and when these data are collected for the LCEN Report. The CALPADS data collection method reflects how many LEAs have been collecting these data and enables identification of services provided in each course section at the secondary level; previously, if a student was reported by an LEA to be receiving English language services, this meant that he or she was receiving services in two or more courses but it was unknown in which courses the services were received.

**For more information**

For more information about EL students, refer to the relevant Web site listed below.

For information about:	Refer to:
How EL students generate funding under the Local Control Funding Formula	The CDE’s Local Control Funding Formula Web page: <a href="http://www.cde.ca.gov/fq/aa/lc/">http://www.cde.ca.gov/fq/aa/lc/</a>

### 3.1.3 Foster Youth

---

#### Introduction

This section describes how foster youth data are submitted, maintained, and provided to LEAs through CALPADS.

---

#### Where does the foster data in CALPADS come from?

and

Beginning in the fall of 2014, the CDE will receive from the California Department of Social Services (CDSS), weekly foster data from the Child Welfare System/Case Management System (CWS/CMS) maintained by county welfare departments. The CDE will conduct a statewide match of these foster data with student enrollment data in CALPADS, and will provide the results of the match to LEAs through CALPADS Operational Data Store (ODS) reports. **These ODS reports are different from most reports in CALPADS in that rather than reflecting data LEAs have submitted to CALPADS for state and federal reporting purposes, it displays data that the CDE is providing to LEAs for their use.**

#### What is the primary purpose of foster data in CALPADS?

The primary purpose of these reports, which are updated on a weekly basis, is to provide LEAs with a current list of the foster students enrolled in their schools. This helps to ensure that foster students receive appropriate educational supports and services, and it identifies them for inclusion in LEAs' Local Control and Accountability Plans (LCAPs).

The identification of foster students is also used by the state to determine the unduplicated pupil count for the supplemental and concentration grants of the Local Control Funding Formula (LCFF) and to identify the foster subgroup for the state Academic Performance Index (API) accountability measure. (A more detailed discussion of these topics is provided below.)

---

#### How should LEAs account for changes in the population of foster youth throughout the year in preparing LCAPs?

LEAs should identify services to be provided to any youth who becomes a foster youth during the school year, even though the numbers of foster youth may fluctuate and only a portion of foster youth may be "counted" in the unduplicated student count for the LCFF or in the school's Academic Performance Index (API) because they move from school to school frequently.

---

#### What foster youth are included in the API foster youth subgroup for state accountability purposes?

A foster youth who is continuously enrolled will be included in the API foster youth subgroup. *California Code of Regulations*, Title 5, sections 1039.2 and 1039.3, relating to the implementation of *EC Section 52052.1(a)(1)*, define continuously enrolled as a "student enrollment from Fall Census Day (first Wednesday in October) to the first day of testing without a gap in enrollment of more than 30 consecutive calendar days."

---

*Continued on next page*

### 3.1.3 Foster Youth, Continued

---

**Which foster youth generate funding under LCFF?**

Supplemental and concentration grant amounts under the LCFF are calculated based on the percentage of “unduplicated pupils” enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals:

- The unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth,
- Divided by total Census Day enrollment in the LEA.

CALPADS Certification Report 1.17 – *FRPM/English Learner/Foster Youth – Count*, displays the counts of students by each category and an unduplicated total. The unduplicated total is used as the starting point for calculating the unduplicated pupil count. For foster students, LEAs do not have to submit any data for foster students to be included in Report 1.17. This is because CALPADS automatically includes in this report, foster students who were enrolled in the LEA on Census Day and who were identified as foster in the statewide match, or who were identified through a local match and matched by an LEA through the local foster match functionality in CALPADS (This functionality will be available in fall 2014).

---

**Who are the “foster youth” in CALPADS**

CALPADS includes foster youth as defined by the Local Control Funding Formula (LCFF) statutes. Specifically, pursuant to *EC* Section 42238.01(b), the following children and youth are considered “foster youth” for purposes of the LCFF:

- A child or youth who is the subject of a petition filed under Welfare and Institutions Code (WIC) Section 300 (meaning a court has taken jurisdiction over a child and declared the child to be a dependent of the court due to the presence or risk of abuse or neglect). This includes both children who are living at home while a dependent of the court as well as children who the court has ordered to be removed into the care, custody, and control of a social worker for placement outside the home.
  - A child or youth who is the subject of a petition filed under WIC Section 602 (meaning a court has taken jurisdiction over a child and declared the child to be a ward of the court due to the child’s violation of certain criminal laws) and has been ordered by a court to be removed from home pursuant to WIC Section 727 and placed in foster care as defined by WIC Section 727.4(d).
  - A youth between ages 18 and 21 who is enrolled in high school, is a non-minor dependent under the placement responsibility of child welfare, probation, or a tribal organization participating in an agreement pursuant to WIC Section 10553.1, and is participating in a transitional living case plan.
- 

*Continued on next page*

### 3.1.3 Foster Youth, Continued

---

**Who is not considered “foster youth” under the LCFF and are therefore not in CALPADS?**

Children or youth in the following situations are not considered “foster youth” under LCFF and are not included in CALPADS:

- A child or youth who is in a “voluntary placement.” Voluntary placements are not subject to a petition filed under *WIC* Section 300.
- A child or youth who is living with relatives or friends and who is not a dependent of the court (i.e., is not subject to a *WIC* Section 300 petition).
- A child or youth who is a ward of the juvenile court pursuant to a petition filed under *WIC* Section 602 who is either living at home or has been ordered to be placed in a corrective or rehabilitative facility but has not been ordered to be removed from his or her home into a foster care placement pursuant to *WIC* Section 727.4(d).

---

**How does the statewide foster match work?**

The statewide process matches foster data maintained by county welfare departments and the CDSS in the Child Welfare System/Case Management System (CWS/CMS) with CALPADS enrollment data. The results of the match are provided to LEAs in CALPADS ODS reports so that LEAs are informed as to the students identified as foster youth. Beginning in fall 2014, the foster data will be updated in CALPADS on a weekly basis so that LEAs will be able to continuously serve the appropriate population. The matches conducted so far have yielded a match rate of over 90 percent; therefore the vast majority of foster students will be identified through this statewide match.

**Should counties and LEAs still conduct local matches?**

Some LEAs and county welfare departments have been conducting similar matches locally in which student enrollment data from their student information systems is matched with data in CWS/CMS. LEAs may continue to conduct these local matches with their county welfare departments, and CDSS and the CDE will communicate to county welfare departments, county offices of education, and LEAs, the categories of youth in CWS/CMS that should be used for local matching processes. However, since both the statewide match conducted between CDE and CDSS and local matches conducted between LEAs and county welfare departments use foster data from the same source system, CWS/CMS, both the statewide and local matches should yield the same results and over time, as the statewide match improves, LEAs may want to discontinue their local matches and focus their efforts on sharing data.

---

*Continued on next page*

### 3.1.3 Foster Youth, Continued

---

**What happens if the state match does not identify a youth who is identified as a foster youth through a local match?**

For those LEAs that continue to conduct local matches, they made find, due to differences in matching logic or lag time in updating data systems, that a local match may sometimes identify a student as a foster youth who is not identified in the statewide match.

If an LEA identifies a student as a foster youth from a local match conducted with its county welfare department who is not identified from the statewide match, the LEA may want to work with its county welfare department to determine why a particular student is not identified in the statewide match. LEAs will also be provided a mechanism for submitting to CALPADS students who have not been identified through the state matching process. This mechanism will require the LEA to submit the 10-digit Foster ID or 19-digit Case ID to CALPADS, and the LEA will be able to match the student if the Foster ID or Case ID is found in CALPADS. This functionality will be available in CALPADS in fall 2014. (Note: CALPADS will not use the program file for submission of foster data.)

---

**What is a Foster ID and case ID?**

CWS/CMS users see a 19-digit Foster Client ID which is a unique number assigned by CWS/CMS. There is also a shortened 10-digit version of the 19-digit Foster Client ID maintained in CWS/CMS which is not visible to users. Some local matching processes, conducted between LEAs and county welfare departments, however, capture and maintain the 10-digit Foster Client ID.

The Case ID is a 19-digit identifier assigned by CWS/CMS and is visible and often used by users.

LEAs will be able to query CALPADS using either the 10-digit Foster Client ID or the 19-digit Case ID to find and locally match a student they believe to be foster but who was not matched through the statewide process.

---

*Continued on next page*

### 3.1.3 Foster Youth, Continued

---

**What additional information will CALPADS provide to LEAs on foster youth?**

CALPADS will provide LEA staff with appropriate security roles the following information on foster youth:

- Foster ID
- Case Start Date
- Case ID
- Episode Start Date (the start of the most recent out-of-home placement)
- Episode End Date (the end of the out-of-home placement)
- Social Worker name and phone number
- Court appointed educational representative
- Whether parental rights are limited
- An indication of whether the student is receiving family maintenance services (and thus is living at home)
- County of jurisdiction
- Responsible agency (probation or child welfare)

---

*Continued on next page*

### 3.1.3 Foster Youth, Continued

**What types of services may a foster youth receive from the child county social services or probation departments?**

The overall goal of child social services is the reunification of children and youth with their families. Foster children and youth may go through a continuum of services or “service component types” ranging from pre-placement family maintenance to out-of-home placement to family reunification or permanent placement. The LCFF definition of foster youth includes children and youth receiving services along this continuum from the opening of the court case to its close.

The table below describes the major service component types. It will be useful for educational staff working with foster children and youth to understand where in the process a child or youth is and what services he or she is receiving from the county social services or probation departments. The data provided in CALPADS will indicate whether a child or youth is in family maintenance or is in an out-of-home placement.

<b>CWS/CMS Service Component Type</b>	<b>Description</b>
Pre-Placement (Family Maintenance)	Child/youth is living at home receiving family maintenance services aimed at preventing removal of the child.
Family Reunification	Child/youth is in an out-of-home placement receiving services aimed at reuniting the family.
Post-Placement (Family Maintenance)	Child/youth is in the process of being permanently reunited with his/her family following an out-of-home placement and is back living at home while the family receives services aimed at keeping the child in the home.
Permanent Placement (Previously referred to as “long-term foster care”)	Child/youth is in an out-of-home placement permanently and services to the family have been terminated.
Supported Transition	A non-minor dependent age 18–21 participating in a transitional independent living case plan.

**Foster student data elements**

Currently there are no foster data elements that LEAs submit in a file to CALPADS. LEAs will be able to search for whether an enrolled student is a foster student by submitting a 10-digit Foster Client ID or a 19-digit Case ID. If either of the IDs is found in CALPADS, the LEA will be able to “match” the student and the student will then be identified as a foster student in CALPADS. (This functionality will become available in fall 2014.)

*Continued on next page*

### 3.1.3 Foster Youth, Continued

**What reports are available in CALPADS?**

NOTE: The following reports will be available in fall 2014.

As of fall 2014: LEAs will have access to the following summary reports on foster students:

Report #	Name of Report
5.6	Foster Youth Enrolled – Count
C/A 5.6	C/A Foster Youth Enrolled – School Level Count
5.8	Former Foster Youth – Count
C/A 5.8	C/A Former Foster Youth – School Level Count

- Report 5.6 – Foster Youth Enrolled – Count provides a summary by school of the number of foster students in a foster placement, who are living at home and receiving family maintenance services, and who were in the foster system at some point during the academic year but are no longer in the system.
- Report C/A 5.6 – C/A Foster Youth Enrolled – School Level Count provides a summary by LEA and school in the county, of the number of foster students in a foster placement, who are living at home and receiving family maintenance services, and who were in the foster system at some point during the academic year but are no longer in the foster system. This report enables county authorized users to view all the foster students enrolled in the county including those who were placed by another county, and all the foster students for whom the county has jurisdiction but who were placed and are enrolled in a school in another county.
- Report 5.8 – Former Foster Youth – Count provides a summary by school of the number of foster students who were a foster youth at some point during the academic year but are no longer in the foster system.
- Report C/A 5.8 – C/A Former Foster Youth – School Level Count provides a summary by school of the number of foster students who were a foster youth at some point during the academic year but are no longer in the foster system.

As of fall 2014: LEAs will have access to the following supporting reports that provide additional information on foster students:

Report #	Name of Report
5.7	Foster Youth– Student List
C/A 5.7	C/A Foster Youth – Student List
5.9	Former Foster Youth – Student List
C/A 5.9	C/A Former Foster Youth – Student List

*Continued on next page*

### 3.1.3 Foster Youth, Continued

---

**Are there any foster reports that require certification?**

There are no “foster reports” in CALPADS that require certification. However, Certification Report 1.17 FRPM/English Learner/Foster Youth – Count displays the count of foster students enrolled on Census Day. The unduplicated pupil count that LEAs certify on this report is used as the starting point for determining the supplemental and concentration funding under LCFF.

Sub-mission	Census Day*	Official Submission Window**	Report #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.17	FRPM/English Learner/Foster Youth – Count

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

LEAs have access to the following supporting report that provides the detailed data that make up the certification report.

Report #	Name of Report
1.18	FRPM/English Learner/Foster Youth – Student List

---

**Who should review foster student data?**

Most LEAs have a foster liaison or coordinator. In order to view the foster reports in CALPADS, the user must have a special foster security role.

---

## 3.1.4 Migrant

---

### Introduction

This section describes the types of data that are collected and used to identify and report migrant students.

---

### What data must registration or program staff provide?

The LEA Registrar or program staff, such as the LEA's migrant coordinator, must collect and submit the following data:

- Students that are participants in the Title I Part C Migrant Program.
- The students' Migrant Student IDs.

LEAs should routinely get lists of migrant students and their Migrant Student IDs from their Migrant Region and update their student information systems.

---

### Why are students' migrant statuses reported to CALPADS when migrant regions report data separately for federal reporting?

Most federal reporting for migrant students is met through data collected by the 23 Migrant Regions in California which submit data to a separate student level data system, the Migrant Student Information Network (MSIN). MSIN maintains detailed information on migrant students required to meet state and federal reporting requirements.

A minimal amount of data—whether a student is a migrant student, and the student's Migrant Student ID, however, must be submitted to CALPADS. This is because state and federal reporting requirements for the general student population requires data to be reported by various subgroups, including migrant status. In addition, migrant students are categorically eligible for free meals under the National School Lunch Program (NSLP), and are therefore identified as *economically and socioeconomically disadvantaged*. *Economically disadvantaged* students generate additional funding for LEAs. (For more information on how economically disadvantaged student counts generate additional funding, see the section on economically disadvantaged students in Chapter 3 of this guide: *Student Populations and Program Areas*.) In addition, *socioeconomically disadvantaged* students are identified for purposes of accountability reporting.

The CDE continues to work with MSIN to improve data quality and reduce the reporting burden on LEAs. For example, the Migrant Regions currently do not collect assessment data from LEAs because the CDE matches assessment results to students in MSIN through use of the SSID.

---

*Continued on next page*

### 3.1.4 Migrant, Continued

#### Migrant student data elements

The following data elements submitted to CALPADS through the *Student Program (SPRG)* file are used to determine counts of migrant students and to disaggregate student data to meet federal reporting requirements:

Field #	Data Element Public Name	Comment
3.13	Education Program Code	Education Program code 135 – Title I Part C Migrant should be used.
3.20	Migrant Student ID	<ul style="list-style-type: none"> <li>This is the state Migrant Student Directory (MSD) number assigned by the Migrant Student Information Network (MSIN).</li> <li>This is NOT the identifier used in the COE Star system.</li> <li>The Migrant Student ID is 11 characters and the first two characters are “06”.</li> </ul>

#### What reports must LEAs certify when?

There are no “migrant reports;” however, students’ migrant statuses are used to disaggregate various information, such as student enrollment, and graduate and dropout counts, when data are reported to the federal government. In addition, there is one report where the count of migrant students is particularly important because it helps generate funding for LEAs:

Sub-mission	Census Day*	Official Submission Window**	Report #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.1	Enrollment – Primary Status by Subgroup
Fall 1	Fall	Fall Census Day – Mid-December	1.17	FRPM/English Learner/Foster Youth – Count

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

- Report 1.1 – Enrollment – Primary Status by Subgroup displays an aggregate count of migrant students enrolled in the LEA on Census Day.
- Report 1.17 FRPM/English Learner/Foster Youth – Count displays a count of migrant students enrolled in the LEA on Census Day because migrant students are categorically eligible for free meals under the National School Lunch Program (NSLP) and are therefore identified as *economically disadvantaged*. Economically disadvantaged students generate additional funding for LEAs. See the section on economically disadvantaged students in Chapter 3 of this guide.

*Continued on next page*

### 3.1.4 Migrant, Continued

**What detailed data will LEAs have to help them certify reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
1.2	Enrollment – Primary Status Student List
1.18	FRPM/English Learner/Foster Youth – Student List

**Who should review migrant student data?**

Most LEAs have a migrant coordinator. This person should work with their Migrant Region to routinely identify migrant students and review the certification reports regarding migrant data.

**For more information**

For more information about migrant students, refer to the relevant Web site listed below.

For information about:	Refer to:
NCLB Title 1 Part C Migrant	The CDE's Migrant Web page: <a href="http://www.cde.ca.gov/sp/me/mt/">http://www.cde.ca.gov/sp/me/mt/</a>

## 3.1.5 Homeless

### Introduction

This section describes the types of data that are collected and used to identify homeless students, the type of dwelling they are living in, and whether those students are unaccompanied by an adult and/or a runaway.

### What data must registration or program staff provide?

The following data should be collected by an LEA ( by the school registrar or LEA Homeless Liaison) about a student who is homeless:

- The date the student was identified as homeless;
- The type of dwelling the student is living in;
- Whether or not the student is “unaccompanied” – not in the direct care of their parent or guardian; and
- Whether the student is a “runaway” – a homeless student who is less than 18 years of age who has left home without parental/caregiver permission and stays away for one or more nights.

### Homeless student data elements

The following data elements submitted to CALPADS through the Student Program (SPRG) file are used to determine counts of homeless students and to report homeless student data to meet federal reporting requirements:

Field #	Data Element Public Name	Comment
3.13	Education Program Code	The code that should be used is 191 – Homeless program
3.23	Homeless Dwelling Type Code	See “How is a homeless student’s dwelling type determined?” further in this section.
3.24	Unaccompanied Youth Indicator	This is required for all homeless students. Once this indicator is set to “Y”, it should not be changed for the duration of the academic year, even if the student later becomes accompanied.  If the student is a “runaway” (3.25 = “Y”), then the student must always be indicated as “unaccompanied” (3.24 =Y).
3.25	Runaway Youth Indicator	This is required for all homeless students. Once this indicator is set to “Y”, it should not be changed for the duration of the academic year, even if the student is no longer a runaway.  Once the runaway indicator is set to "Y", the unaccompanied youth indicator defaults to a "Y" because a runaway kid is not accompanied by a parent or guardian.

*Continued on next page*

### 3.1.5 Homeless, Continued

**What reports must LEAs certify when?**

LEAs are required to certify the following reports related to *homeless student* data:

Sub-mission	Census Day**	Official Submission Window***	Report #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.17	FRPM/English Learner/Foster Youth – Count
EOY* 2	None	Early June – Late July	5.4	Homeless Students Enrolled

\***EOY** = End of Year.

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

\*\*\* Followed by an amendment window.

- Report 1.17 FRPM/English Learner/Foster Youth – Count displays a count of homeless students enrolled in the LEA on Census Day because homeless students are categorically eligible for free meals under the National School Lunch Program (NSLP) and are therefore identified as *economically disadvantaged*. Economically disadvantaged students generate additional funding for LEAs. See section on economically disadvantaged students in Chapter 3 of this guide.
- Report 5.4 – Homeless Students Enrolled – is used to meet federal reporting requirements for the Consolidated State Performance Report and the Title X McKinney-Vento Homeless Assistance Program.

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
1.18	FRPM/English Learner/Foster Youth – Student List
5.5	Homeless – Student List

*Continued on next page*

### 3.1.5 Homeless, Continued

**How often should these data be updated?**

Homeless data are calculated twice a year, in the Fall on Census Day for funding purposes, and at the end of the academic year to determine a count of homeless students enrolled at any point during the academic year (7/1 – 6/30). A student’s homeless status:

- Should be verified annually, at the beginning of the academic year if that student is continuing in the school, in order to determine whether the student is still homeless. If the student is no longer homeless, the homeless program record should be closed.
- May or may not need to be updated during the academic year depending on the scenario. Some of those scenarios are described in the following table:

<b>If the student is identified as homeless ....</b>	<b>Then the student will be counted on....</b>	<b>Additional updates needed?</b>
On Census Day, and the student remains homeless for the duration of the academic year	Report 1.17 and Report 5.4	<b>No</b> , because the student will be counted for both purposes. However, the student’s homeless status should be checked at the beginning of the next academic year and updated as appropriate.
After July 1 <sup>st</sup> , but the student obtains permanent housing before Census Day	Report 5.4 only	<b>Yes</b> , the student homeless program record should be closed with a program end date of when the student was permanently housed.
After July 1 <sup>st</sup> but before Census Day and the student remains homeless for the duration of the academic year	Report 1.17 and Report 5.4	<b>No</b> , because the student will be counted for both purposes. However, the student’s homeless status should be checked at the beginning of the next academic year and updated as appropriate.
After Census Day but the student obtains permanent housing during the academic year	Report 5.4	<b>Yes</b> , the student homeless program record should be closed with a program end date of when the student was permanently housed.

NOTE: If a student’s Homeless Dwelling Type changes during the academic year, LEAs can, but are not required to, update the information in CALPADS. This is because students are only reported to the federal government in ONE Homeless Dwelling Type, and so it is not necessary to keep a running history of dwelling changes that occur within an academic year. If multiple Homeless Dwelling Types are reported throughout the year, CALPADS will only use the most recent. Permanent Housing is inferred for students without a homeless program record.

*Continued on next page*

### 3.1.5 Homeless, Continued

**How is a homeless student's dwelling type determined?**

Use the following table as a guide in determining a homeless students dwelling type:

<b>If the student is....</b>	<b>Then the Homeless Dwelling Type should be...</b>
Living in a hotel or motel due to not having a fixed, permanent residence	Hotels/Motels
Awaiting foster care placement or living in transitional housing	Temporary Shelters
Living with relatives or friends, due to being homeless (including unaccompanied youth and runaways)	Temporarily Doubled-Up
Living in abandoned buildings, campgrounds, vehicles, trailer parks, FEMA trailers, bus and train stations, or is abandoned in the hospital	Temporarily Unsheltered*  *“Unsheltered” is also defined as substandard or inadequate housing and is judged on a case-by-case basis. A rule of thumb would be to see the dwelling as comparable to an automobile, in that it shelters, yet it is not adequate housing.

**Reporting infants, toddlers and pre-K in homeless counts**

LEAs should make sure that a homeless program record is submitted for any infants, toddlers, and pre-K children who are homeless, as these students are included in all homeless reports in CALPADS.

**For more information**

For more information about programs related to homeless students, refer to the Web page listed below.

<b>For information about:</b>	<b>Refer to:</b>
NCLB Title 1 Part A Homeless	The CDE's McKinney-Vento Homeless Assistance Act Web page: <a href="http://www.cde.ca.gov/sp/hs/">http://www.cde.ca.gov/sp/hs/</a>

## 3.1.6 Special Education

---

### Introduction

This section describes the types of data that are collected and used to identify and report on special education students.

---

### What data must special education staff provide?

Most LEAs maintain student level information about special education students in separate management information systems, and these systems are generally viewed as the LEA's authoritative source for special education data. LEAs report data from these systems to their Special Education Local Plan Areas (SELPA). SELPAs in turn submit LEA data to the California Special Education Management Information System (CASEMIS) maintained by the CDE. CASEMIS maintains detailed information required to meet state and federal reporting requirements on special education students.

### and

### Why are students' special education statuses reported to CALPADS when LEAs report special education data to CASEMIS?

However, a minimal amount of data must be submitted to CALPADS. Specifically,

- Whether a student is a special education student,
- The student's primary disability, and
- The "District of Special Education Accountability" which is the district responsible for ensuring that special education services are provided to the student.

This is because:

- State and federal reporting requirements for the general student population requires data to be reported by various subgroups, including special education;
- Registration for the California Assessment of Student Performance and Progress (CAASPP) is based on students' enrollment and special education status in CALPADS; and
- State accountability rules require special education student data to be attributed to the district of special education accountability.

Additional discipline data is also required for special education students and reported to CALPADS. The CDE is transitioning to using CALPADS discipline data to meet federal reporting requirements for special education students. For more information on reporting discipline data, see the section on Student Discipline in Chapter 2 of this guide.

---

*Continued on next page*

### 3.1.6 Special Education, Continued

#### Special Education student data elements

The following data elements submitted to CALPADS through the *Student Program* (SPRG) file are used to determine counts of special education students, and to disaggregate student data to meet federal reporting requirements:

Field #	Data Element Public Name	Comment
3.13	Education Program Code	Education Program Code 144 – Special Education should be used.
3.21	Primary Disability Code	This is required for special education students.
3.22	District of Special Education Accountability	<p>The District of Special Education Accountability (DSEA) for a student with an Individualized Education Program (IEP) is defined to be <b>either</b> of the following:</p> <ol style="list-style-type: none"> <li>1. The district of GEOGRAPHIC residence, if any of the following conditions apply:               <ol style="list-style-type: none"> <li>a. The student’s parents or guardians reside in the same district in which the student is receiving special education instruction.</li> <li>b. The student is placed outside of his/her district of geographic residence through the IEP process.</li> </ol> </li> </ol> <p><b>or:</b></p> <ol style="list-style-type: none"> <li>2. A district <b>OTHER THAN</b> the district of geographic residence, if any of the following conditions apply:               <ol style="list-style-type: none"> <li>a. The student has a formal inter-district transfer agreement under Education Code 63600. (The DSEA = the county/district code of the district to which the student has transferred.)</li> <li>b. The student attends a charter school. (The DSEA = the county/district code of the charter authorizer, or the school code of the charter school if direct-funded.)</li> <li>c. The student is a ward of the court and <b>housed in a juvenile court, court/community school, or licensed children’s institution.</b> (The DSEA = the county/district code of the district or COE serving the student while the student is incarcerated.)</li> <li>d. The student is a ward of the court and <b>housed in an adult correctional facility</b> (e.g., a county jail). (The DSEA = the county/district code of the district that was last responsible for the student’s IEP.)</li> </ol> </li> </ol>

*Continued on next page*

### 3.1.6 Special Education, Continued

**Special Education student data elements, Continued**

The following data elements are required for special education students and are submitted to CALPADS through the *Student Discipline* (SDIS) file:

Field #	Data Element Public Name	Comment
4.19	Disciplinary Action Authority Code	Per federal requirements: This is required for special education students. See the CALPADS Code Sets, Disciplinary Action Authority.
4.20	Incident Disciplinary Action Duration Days	Per federal requirements: This is required for special education students. Note: For expulsions that have been modified (shortened or suspended), the duration days should represent the count of days from the time the student is expelled to the date the student returns. For non-modified expulsions, the student often does not return to the school from which they are expelled. In these cases, the duration days should represent the count of days from the time the student is expelled (which may be the date the student is exited) to the end of the school year. See the CALPADS File Specifications for definition.
4.21	Student Instructional Support Indicator	Per federal requirements: This is required for special education students. See the CALPADS File Specifications for definition.
4.23	Removal to Interim Alternative Setting Reason Code	Per federal requirements: This is required for special education students. Note the following: <ul style="list-style-type: none"> <li>• If the student was removed to an interim alternative setting for 45 days or less for drug, weapon, or violence-related offenses, LEAs should indicate the reason for the student’s removal, or should indicate “no interim removal” if no interim removal:               <ul style="list-style-type: none"> <li>○ Removal by Hearing Officer</li> <li>○ Removal by School Personnel</li> <li>○ No InterimRemoval</li> </ul> </li> </ul>

*Continued on next page*

### 3.1.6 Special Education, Continued

**What reports must LEAs certify and when?**

There are no “special education reports;” however, students’ special education statuses are used to disaggregate various information, such as student enrollment, and graduate and dropout counts, when data are reported to the federal government. In addition, the discipline related data elements required for special education students will be used when reporting discipline data to the federal government (see “Are the discipline data elements required for special education students used in federal reporting?” further in this section).

Sub-mission	Census Day**	Official Submission Window***	Report #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.1	Enrollment – Primary Status by Subgroup
EOY* 3	None**	Early June – Late July	7.1	Discipline Incidents – Count by Most Severe
			7.3	Discipline Actions – Count
			7.4	Discipline Actions – Count by Offense

\*EOY = End of Year.

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

\*\*\*Followed by an amendment window.

- Report 1.1 – Enrollment – Primary Status by Subgroup displays an aggregate count of special education students enrolled in the LEA on Census Day.
- Discipline Reports – LEAs may filter on special education students to view only those discipline records for special education students. These reports do not display a summary of the data elements required for special education students. In order to view these specific data elements LEAs must view the student level reports listed below.

The 2015–2016 End-of-Year 3 Student Discipline data submission will include the collection of discipline data for special education students that were previously collected in the California Special Education Management Information System (CASEMIS). This will be the first time these data will be used to satisfy federal reporting requirements discipline incidents for special education students. Additional certification reports will be added to the 2015–2016 End-of-Year 3 Student Discipline data submission that will be specific to special education students.

**What detailed data will LEAs have to help them certify reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
1.2	Enrollment – Primary Status Student List
7.5	Discipline Offenses – Student List

*Continued on next page*

### 3.1.6 Special Education, Continued

**Are the discipline data elements required for special education students used in federal reporting?**

LEAs generally maintain discipline data for special education students in a system separate from the LEA’s student information system (SIS), and report data from that system to their Special Education Local Plan Area (SELPA) for submission to the California Special Education Management Information System (CASEMIS) maintained by the CDE. LEAs also report discipline data for all students, including special education students, to CALPADS. Currently the CASEMIS data is used for federal reporting, however, the CDE plans to transition to CALPADS data as the source for federal discipline reporting in 2015–2016.

The business rules for reporting discipline data to CASEMIS and CALPADS are consistent. Therefore, LEAs should work to make the data reported to these two systems consistent. This requires keeping student information systems updated with special education program records, as well as discipline data.

**Who should review special education student data?**

Most LEAs have a special education director. This person should implement and maintain processes that ensure the LEA’s special education student data is consistent in all systems. For example, if the LEA’s authoritative source for special education student data is a system separate from the LEA’s primary student information system (SIS), then data from the special education system should routinely update the LEA’s primary SIS. The special education director should then review appropriate CALPADS reports.

**For more information**

For more information about programs related to special student populations, refer to the relevant Web site listed below.

<b>For information about:</b>	<b>Refer to:</b>
Special Education	The CDE’s Special Education Web page: <a href="http://www.cde.ca.gov/sp/se/">http://www.cde.ca.gov/sp/se/</a>

### 3.1.7 Eligible Immigrants

#### Introduction

LEAs are required to submit student information to CALPADS. From these submitted data, the CDE creates the required Student National Origin Report and determines the counts for the NCLB Title III Immigrant Program.

#### Definition of eligible immigrant

An eligible immigrant is a person who:

- Was born outside of the United States, Washington D.C., or Puerto Rico.
- Has been in U.S. Schools for 3 academic years or less; *and*
- Is between the ages of 3 and 21.

#### Eligible immigrant data elements

The following table lists the data elements that will be used to determine whether or not a given student is defined as a “Title III eligible immigrant.”

Field #	Data Element Public Name	Comment
2.18	Student Birth Date	To be determined to be an eligible immigrant, the birth date must indicate the student to be between the ages of 3 and 21.
2.22	Student Birth Country Code	To be determined to be an eligible immigrant, the birth country must be a country other than the United States (which includes Washington D.C.) or Puerto Rico.
2.46	Enrolled in U.S. School less than Three Cumulative Years Indicator	To be determined to be an eligible immigrant, this indicator must be “yes.”  Students who have been enrolled in U.S. schools for less than three cumulative years are eligible. A “Y” would indicate that a given student has been enrolled for less than three years; an “N” would indicate that the student has not. <b>NOTE: The three years starts counting in preschool.</b>

#### Other data element required for immigrants (though not used for eligibility purposes)

Though the following data element is **required** for immigrants, it is **not used to determine eligibility for Title III**. The purpose of its collection is for English learners, for accountability reasons. **NOTE this distinction:** Unlike the *Enrolled in U.S. School less than Three Cumulative Years Indicator (Field 2.46)*: The date entered in *Field 2.45* should reflect the date that the student starts **kindergarten** (not the date that the student starts **preschool**).

Field #	Data Element Public Name	Comment
2.45	Student Initial US School Enrollment Date	This element reflects the initial U.S. school enrollment date. This element is used for assessment purposes. This date should represent the date the student first enrolled in a U.S. kindergarten.

*Continued on next page*

### 3.1.7 Eligible Immigrants, Continued

---

**When should these data be updated in CALPADS?**

Best practices for LEAs would be to submit eligible immigrant student information data elements following the enrollment of students with new SSIDs, or to submit updates to existing student information upon enrolling transferring students, if applicable.

**Best practices for LEAs**

Two of the eligible immigrant data elements, *Student Birth Date* and *Student Birth Country Code*, are required when enrolling any students in CALPADS.

LEAs should immediately follow the enrollment of students with submissions of student information that include the following elements:

- Student Initial U.S. School Enrollment Date.
- Enrolled in U.S. School Less Than Three Cumulative Years Indicator.

If these practices are followed, then the only data element that will require annual updating will be the “Enrolled in U.S. School Less Than Three Cumulative Years Indicator.” Note that once this indicator becomes “no” (after three years of enrollment in a U.S. school), this data element should not change for the given students.

---

**Benefits of updating CALPADS on an ongoing basis**

Updating the eligible immigrant data elements on an ongoing basis minimizes the LEAs’ workload during the Fall 1 submission window.

---

*Continued on next page*

### 3.1.7 Eligible Immigrants, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following reports related to *eligible immigrant* data:

Sub-mission	Census Day*	Official Submission Window**	Report #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.1	Enrollment – Primary Status by Subgroup
			2.1	Title III Eligible Immigrants – Count

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
2.2	Title III Eligible Immigrants – Count by Birth Country

**What state and federal reports are created from the CALPADS data?**

These data will be collected to determine counts of eligible immigrants for the purposes of:

- Funding LEAs for the NCLB Title III Immigrant Program.
- Reporting to the United States Department of Education (ED) on the Consolidated State Performance Report.

## 3.1.8 Dropouts

### Introduction

LEAs will be required to submit and maintain data related to dropouts by submitting student exit records to CALPADS. The one-year dropout counts will be based on data LEAs certify as part of their Fall 1 submission. This section of this guide will:

- Explain the dropout reporting time frame.
- Define terms related to dropouts.
- Explain how students will be identified as dropouts.
- Explain which entities will get charged with dropout counts.

### Definition of a dropout

#### Per federal reporting requirements:

The CDE defines a **dropout** for the CALPADS Fall 1 Submission as a student who meets **either** of the following two criteria (**specific years denoted below are for illustrative purposes**):

The student...	And...
<ul style="list-style-type: none"> <li>• Was enrolled in grades 7, 8, 9, 10, 11, 12, or ungraded secondary (US) at some time during the 2013–2014 school year,</li> </ul>	<ul style="list-style-type: none"> <li>• Left school prior to completing the 2013–2014 school year; <i>and</i>:</li> <li>• Is not enrolled and attending school as of Fall Census Day 2014. This student is counted as a dropout the in 2013–14 school year.</li> </ul>
<ul style="list-style-type: none"> <li>• Successfully completed the 2013–2014 school year but did not begin attending the next grade (7, 8, 9, 10, 11, 12, US) in the school in which he or she was:                             <ul style="list-style-type: none"> <li>○ Assigned;</li> <li>○ Preregistered; <i>or</i>:</li> <li>○ Expected to attend during the 2014–2015 school year;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Is not enrolled and attending school by August 15, 2015. This student is counted as a dropout in the 2014–15 school year.</li> </ul> <p>NOTE: These are “No-show dropouts” and they are counted as dropouts in the school year in which they failed to show up.</p>

*Continued on next page*

### 3.1.8 Dropouts, Continued

---

**Reporting cycles and time frames**

**Dropout Reporting Cycle or Reporting Year: August 16 of Year 1 through August 15 of Year 2.** For example, August 16, 2013 through August 15, 2014 is the dropout reporting cycle for the 2013–2014 academic school year.

**No-Show Exit Time Frame: May 15 through August 15.** Students exited with an E155 (exit date must be between May 15 through August 15), or students transferred during this same time frame (May 15 through August 15) and who do not show up at another California public school within the dropout reporting cycle (do not show up by the subsequent August 15), are counted as a “no show” dropout.

**Lost Transfer Exit Time Frame: August 16 through May 14.** Students exited as transfers between August 16 and May 14 and who do not show up at another California public school by the subsequent Census Day are also counted as a “no show” dropout.

---

*Continued on next page*

### 3.1.8 Dropouts, Continued

**Dropout types and associated exit and completion codes**

LEAs report dropouts by using certain exit or completion codes, or dropouts are identified by the CDE when students reported by LEAs as being expected to return or having transferred, do not show up as enrolled in another California public school. The table below shows these types of dropouts and associated Student Exit Reason Codes (the CALPADS code set name for this is “Student Exit Category”) and Student School Completion Statuses (the CALPADS code set name for this is “School Completion Status”).

Dropout Type	Description	Student Exit Category/School Completion Status
LEA reported dropout	<ul style="list-style-type: none"> <li>• An LEA reported the student as a dropout (used one of the codes in the “Student Exit Category/School Completion Status column) to CALPADS; and:</li> <li>• No subsequent enrollment record was found within the reporting year up to the subsequent Fall Census Day*.</li> </ul> <p>EXAMPLE: If a student is exited with an E140 on December 1, 2014 and no subsequent enrollment is found for that student by Fall Census Day* 2015, the student will be counted as a dropout in the 2014–15 school year.</p> <p><b>*Fall Census Day</b> is the first Wednesday in October.</p>	<ul style="list-style-type: none"> <li>• E140: No Known Enrollment; Truant.</li> <li>• E300: Expelled; no Known Enrollment.</li> <li>• E400: Other.</li> <li>• T270: Transferred; dropout in Adult Ed program.</li> <li>• T380: Transferred to an institution (that may not be primarily academic); no high school diploma.</li> <li>• E230: Completer Exit – Paired with a student/school completion status code such as:               <ul style="list-style-type: none"> <li>○ 360: Completed grade 12 without completing graduation requirements; not a graduate.</li> </ul> </li> </ul>

*Continued on next page*

### 3.1.8 Dropouts, Continued

**Dropout types and associated exit and completion codes, Continued**

Dropout Type	Description	Student Exit Category/School Completion Status
No Show Dropout—for 2013–14 ONLY	<ul style="list-style-type: none"> <li>An LEA reported a student with Student Exit Category N420 on a date between May 15, 2013 and August 15, 2013; <i>and</i>:</li> <li>No subsequent enrollment record was found for that student by August 15, 2014. This student is a dropout in the 2013–14 school year.</li> </ul> <p>NOTE: The exit date for Student Exit Category N420 (No Show same school) is restricted to May 15 through August 15).</p>	<ul style="list-style-type: none"> <li>N420: No Show Same School.</li> </ul> <p>NOTE: N420 was retired on 6/30/14; however the N420 exits that were submitted prior to this date will be evaluated with respect to dropout processing changes and may show up as dropouts in the 2013–14 school year (derived from data certified for the 2014–15 reporting year).</p>
No Show Dropout – 2013–14 and beyond	<ul style="list-style-type: none"> <li>An LEA reported that a student finished the academic year and was expected to return the following academic year by exiting the student with an E155 (exit date must be between May 15 through August 15), or with a transfer code of T160, T165, T167 between May 15 through August 15; <i>and</i></li> <li>No subsequent enrollment record was found on or before the end of the dropout reporting cycle (August 15 of the subsequent school year).</li> </ul> <p>EXAMPLE: If a student is exited on June 1, 2014 with an E155 exit code and no subsequent enrollment is found for that student by August 15, 2015, the student will be counted as a dropout in 2014–2015.</p> <p>NOTE: The exit date for Student Exit Category E155 (End-of-year exit) is restricted to May 15 through August 15.</p>	<ul style="list-style-type: none"> <li>E155: (Year End Exit Same School)</li> <li>T160, T165, T167 used between May 15 through August 15 of the same year</li> </ul> <p>NOTE: These exits will show up for the first time as dropouts in the 2014–15 school year (derived from data certified for the 2015–16 reporting year).</p>

*Continued on next page*

### 3.1.8 Dropouts, Continued

**Dropout types and associated exit and completion codes, Continued**

Dropout Type	Description	Student Exit Category/School Completion Status
Lost Transfer Dropout	<ul style="list-style-type: none"> <li>An LEA reported that a student transferred to another California public school sometime during the school year between August 16 to the following May 14; and:</li> <li>No subsequent primary, short-term, or receiving specialized services only enrollment record was found within the reporting period up to the subsequent Fall Census Day*.</li> </ul> <p>EXAMPLE: If a student transfers on December 1, 2014 and no subsequent enrollment is found for that student by Fall Census Day* 2015, the student will be counted as a dropout for 2014–15 (derived from data certified during the 2015–16 reporting year).</p> <p><b>*Fall Census Day</b> is the first Wednesday in October.</p>	<ul style="list-style-type: none"> <li>T160: Transferred to another California public school.*</li> <li>T165: Transferred to another California public school due to specific disciplinary reasons.*</li> <li>T167: Transferred to another California public school due to a school district referral.*</li> </ul> <p>* See Appendix C in this guide for detailed descriptions on these Student Exit Category Codes.</p>

*Continued on next page*

### 3.1.8 Dropouts, Continued

---

#### Who is *not* a dropout?

A student is *not* a dropout if he or she has:

- Transferred to and is attending another public or private educational institution leading toward a high school diploma or its equivalent. This definition does not include adult education programs. See “Transfers to Adult Education Programs” in this section for further explanation.
  - Received a high school diploma or its equivalent. Equivalents to the receipt of a high school diploma are as follows:
    - Passed the General Educational Development [GED] Test (resulting in the receipt of a California High School Equivalency Certificate).
    - Passed the California High School Proficiency Examination [CHSPE].
    - Successfully completed the adult education high school diploma program.
  - Transferred to and is attending a college offering a baccalaureate or associate degree program.
  - Moved out of the United States.
  - A temporary school-recognized absence due to suspension or illness.
  - Verified that he or she is planning to enroll late (e.g., extended family vacation, seasonal work).
  - Died.
  - Dropped out of school during the dropout reporting cycle (Year 1) but has re-enrolled within the same reporting period (August 16 to the following August 15) or on the subsequent Fall Census Day (Year 2) (i.e., re-enrolled dropout). See “Re-enrolled Dropout” in this section for further explanation.
- 

#### Transfers to adult education programs

Students under the age of 21 who enroll in adult education programs during the reporting year are counted as dropouts unless the associated school systems remain responsible by checking the statuses of those students on Census Day, the first Wednesday in October.

Transfers to adult education programs **are not** considered dropouts if they:

- Are enrolled in and are attending the adult education programs; *or*:
- Have received GEDs or adult education high school diplomas.

Transfers to adult education programs **are** considered dropouts if they:

- Are "no shows" at the adult schools; *or*:
  - Have stopped attending the adult schools before completion of the programs.
- 

*Continued on next page*

### 3.1.8 Dropouts, Continued

**Re-enrolled dropout**

- For state-level reporting purposes, any student who drops out during a dropout reporting cycle will be counted only once, even though that student may have “dropped out” multiple times from one or more schools.
- If a student drops out of one school and re-enrolls in another school during the dropout reporting cycle, the dropout will not be counted in the first school. Any student reported as a dropout by a school district will not be counted as a dropout if a subsequent enrollment in another school is found within the reporting year or on the next Fall Census Day in the statewide data.
- For purposes of reporting dropout counts during a reporting year, students who have dropped out during the dropout reporting cycle (August 16 August 15) and have re-enrolled and have an active enrollment record within the same reporting year or as of the following Fall Census Day will not be counted as dropouts.

**Who is a lost transfer?**

For state-level reporting purposes, any student who is reported by an LEA as having transferred to another California public school district during the lost transfer exit time frame (August 16<sup>th</sup> through May 14<sup>th</sup> of the following academic year)—and cannot be found subsequently enrolled with a primary or short-term enrollment status in a California public school district within the same reporting year by Fall Census Day—is considered a *lost transfer* and will be counted as a dropout. The school that reported the student as transferring is charged with the dropout.

**And who is charged with the dropout?**

**Who is a no show?**

A “no show” is a student who completed any of grades 6 through 11 during one school year and did not begin attending the next grade in the next school year in the school in which the student was expected to attend, or who was in grade 12 and did not graduate and did not begin attending the school in which they were expected to attend in the next school year. “No shows” have exits during the No Show Exit Timeframe of May 15 through August 15. The school in which the student was expected to return or the school the student transferred from is charged with the dropout.

**And who is charged with the dropout?**

**Which reports must LEAs certify and when?**

LEAs are required to certify the following report related to *dropout* data:

Sub-mission	Census Day*	Official Submission Window**	Report #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.6	Graduates and Dropouts by Subgroup
			1.9	Completers and Dropouts – Count

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

*Continued on next page*

### 3.1.8 Dropouts, Continued

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
1.8	Dropouts by Subgroup – Student List
1.10	Completers and Dropouts – Student List
1.11	Completer Exits – Count Disaggregated
1.12	Dropouts – Count Disaggregated
1.13	Exits – Count Disaggregated
1.14	Dropouts – State View
1.15	Matriculating No Shows – State View
1.16	Matriculating No Shows – Student List

**Where are dropouts reported?**

A dropout is to be reported at the school from which the student has dropped out, even if the school has subsequently closed.

- A dropout will be reported under the original school district in the case of:
  - A unification or merger of two or more school districts into a new district.
  - A school moving from one school district to a new school district.

## 3.1.9 Graduates

### Introduction

LEAs are required to submit graduation information to the CDE during the Fall 1 Submission window. Graduate information is submitted using the Student School Completion Status Code. The purpose of this section is to:

- Explain the graduate reporting time frame.
- Define terms related to graduates.
- Explain how students will be identified as graduates and completers.
- Explain which entities will get credited with graduate counts.

### Graduate reporting cycle

The graduate reporting cycle is August 16 of Year 1 through August 15 of Year 2 (i.e., the reporting year).

- For example, for the 2013 reporting year, the graduate reporting cycle is:  
**August 16, 2012 through August 15, 2013.**

### Which reports must LEAs certify and when?

LEAs are required to certify the following report related to *graduate* data:

Sub-mission	Census Day*	Official Submission Window**	Report #	Name of Report
Fall 1	Fall	Fall Census Day – Mid-December	1.6	Graduates and Dropouts by Subgroup
			1.9	Completers and Dropouts – Count

\***Fall Census Day** is the first Wednesday in October.

\*\*Followed by an amendment window.

### What detailed data will LEAs have to help them certify the reports?

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
1.7	Graduates by Subgroup – Student List
1.10	Completers and Dropouts – Student List
1.11	Completer Exits – Count Disaggregated
1.13	Exits – Count Disaggregated

*Continued on next page*

### 3.1.9 Graduates, Continued

**Definition of a graduate** A high school graduate is defined as a student who has received a diploma by meeting all local and state high school graduation requirements, including passing the California High School Exit Exam (per Senate Bill 172, this only applies to graduating class years 2011-12 and before).

**Who is not a graduate?** Students with high school equivalencies (e.g., GED, HiSET, or TASC) or special education students completing Individualized Education Programs who receive certificates of completion are not included in the high school graduate counts and are considered *completers*.

**Graduates, completers and associated student school completion status codes** The table below shows graduates, completers, and the student/school completion status codes used to determine the respective graduate types.

**NOTE:** Each *graduate* and *completer* exit record must have a Student Exit Category of E230 (Completer Exit) and a School Completion Status.\*

Type	Graduate	Completer	School Completion Status
Graduate, Standard High School Diploma	Yes	Yes	<b>100:</b> Graduated, Standard High School Diploma
Special Education Certificate of Completion	No	Yes	<b>120:</b> Spec Education Certificate
Adult Education High School Diploma	Yes	Yes	<b>250:</b> Adult Education High School Diploma
Received a High School Equivalency Certificate (and no Standard High School Diploma)	No	Yes	<b>320:</b> Received a High School Equivalency Certificate (and no standard HS diploma)  Note: This now includes the General Educational Development (GED) exam, the High School Equivalency Test (HiSET), and the Test Assessing Secondary Completion (TASC).
Passed CHSPE (and no Standard High School Diploma)	Yes	Yes	<b>330:</b> Passed CHSPE

\* **NOTE:** Readers of this guide should understand that:

- “Student Exit Reason Code” is synonymous with “Student Exit Category.”
- “Student School Completion Status” is synonymous with “School Completion Status.”

**Explanation:**

“*Student Exit Reason Code*” is the public name of the data element, while “*Student Exit Category*” is its CALPADS Code Set Name.

“*Student School Completion Status*” is the public name of the data element, while “*School Completion Status*” is its CALPADS Code Set Name.

## 3.2 Program Areas Overview

---

The Program Areas section contains the following topics:

	<b>Topic</b>	<b>See Page</b>
3.2.1	Career Technical Education	186
3.2.2	Educational Options Schools and Programs	194
3.2.3	Highly Qualified Teachers	196
3.2.4	Home/Hospital and Independent Study Programs	197

---

## 3.2.1 Career Technical Education

---

### Introduction

LEAs are required to submit the following information to CALPADS:

- Student information and course completion information for all students (including primary, secondary, and short-term enrollment) in departmentalized classes in grades 7–12 for the academic year.

From these submitted data, the CDE creates required **federal Perkins reports**.

All LEAs are required to submit career technical education (CTE) data for grade 7–12 students to CALPADS, including LEAs who receive funding for the Carl Perkins Program.

This section describes what, when, and how the data that LEAs have submitted to CALPADS will be used to create the LEAs' federal Perkins reports. It should be noted that CALPADS data will not satisfy all Perkins reporting requirements, and some additional data will continue to be collected through the CDE program office.

For the 2015–2016 Perkins E1 reporting, the End-of-Year 1 Course Completion and Student Career Technical Education data in CALPADS will solely be used. This collection will replace the E1 Perkins Data System (PDS) collection.

---

### What data must be provided by CTE program staff?

CTE program staff must provide the following data for submission to CALPADS:

- Each student who is a CTE concentrator based on courses completed in the current academic year. NOTE: Perkins-funded LEAs MUST submit concentrators and completers to CALPADS in order to certify EOY 1.
  - The pathway of each CTE concentrator (provide one pathway per CTE concentrator).
  - Each CTE concentrator who has completed a pathway.
  - The local courses that are not designated with CTE State Course Codes (4000 and 5000 series) that contain CTE content, and that are part of CTE pathways in the current academic year.
  - Any local course that is part of a CTE technical career pathway or program that has been articulated with a post-secondary education institution.
  - The academic year in which a student completed a specific Career Technical Education Pathway.
- 

### What defines a CTE participant?

A CTE participant is a student who has completed the equivalent of a conventional 50-minute class taken five times per week for 180 school days, or approximately 150 hours of instruction in a state-recognized CTE sequence or program.

---

*Continued on next page*

**What defines  
a CTE  
concentrator?**

A CTE concentrator is identified locally and is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course.

### 3.2.1 Career Technical Education, Continued

**CTE data elements**

The following data elements are specific to CTE. LEAs must submit these data in order for the CDE to create the required federal Perkins reports.

**Student CTE Information**

(submitted in the Student Career Technical Information [SCTE] file)

Field #	Data Element Public Name	Comment
11.13	CTE Pathway Code	<ul style="list-style-type: none"> <li>• For each student who is a CTE concentrator, LEAs must indicate the student’s pathway, using a CTE pathway code (one code/pathway per CTE concentrator).               <ul style="list-style-type: none"> <li>◦ <i>If a student has multiple pathways, the LEA can submit multiple records representing each pathway.</i></li> </ul> </li> <li>• Each student who has a CTE pathway will be counted for federal reporting purposes as a “CTE concentrator.”</li> <li>• In order to report a student as a “CTE concentrator” for a specific CTE pathway, the student must also have completed at least one course in the reporting academic year in that pathway. That course must be reported in the Student Course Section Completion submission.</li> </ul>
11.14	CTE Pathway Completion Academic Year ID	<ul style="list-style-type: none"> <li>• For each student who completed a specific Career Technical Education Pathway, LEAs must identify the Academic Year in which the CTE Pathway was completed.               <ul style="list-style-type: none"> <li>◦ This data element is to be populated <b>only</b> if the student completed the specified pathway during the academic year being reported.</li> <li>◦ The CTE Pathway Completion Academic Year ID, if populated, <b>must</b> match the Academic Year ID in the file (i.e., in a given academic year, LEAs need to submit for students who completed in that academic year, and not for students who completed the year before).</li> </ul> </li> </ul> <p>The student’s completion of the pathway gets reported only one time, for the academic year in which it occurred. So the CTE Pathway Completion Academic Year ID will be blank unless the student completed the pathway during the academic year being reported.</p>

(This table continues on the following page.)

*Continued on next page*

### 3.2.1 Career Technical Education, Continued

CTE data elements,  
Continued

#### Course Section Information

(submitted in the Course Section and Student Course Section files)

Field #	Data Element Public Name	Comment
9.07	CRS-State Course Code	<ul style="list-style-type: none"> <li>LEAs submit course completion data to the CDE at the end of the year. From these data, the CDE extracts what is required to determine the LEAs' CTE participant counts.</li> <li>Specifically, State Course Codes (formerly known as CBEDS Assignment Codes) in the 4000 and 5000 series are CTE courses. All students completing CTE courses or who have designated pathways will be counted as "CTE participants" for federal Perkins reporting purposes.</li> <li>LEAs do not have to submit any additional data for CTE participant counts. The program staff at the LEAs, however, should check that their CTE courses are mapped to the appropriate CTE state course codes.</li> </ul>
9.10	CRS-Course Content Code	<ul style="list-style-type: none"> <li>CTE pathways often include courses that do not map to State Course Codes in the 4000 and 5000 series because they may be mapped more appropriately to other subject areas, such as English language arts, math, or science. LEAs may indicate that such courses are part of CTE pathways by using the Education Program Course Content Code: <i>Career Technical Education: Code 154</i>; however, this code can only be used for specific courses that have been identified by the CTE Program Office as courses that would be logical parts of a CTE course sequence. If this field is populated for a course than the Academic/CTE Course Indicator via the Group Master Combos via the Valid Code Combinations cannot be NULL for the corresponding State Course Code that is not in the range of 4000 to 5999.</li> </ul>
9.12	CRS-CTE Postsecondary Articulated Course Indicator	<p>In 2015-2016 this data element was re-purposed. It had previously been called CRS-CTE Technical Preparation Course Indicator, however it was later discovered that the CTE Tech Prep program actually sunset prior to implementation in CALPADS. The prior year data associated with this data element have been removed from the database and this data element will now be used to collect information on whether or not a CTE course has been articulated with a postsecondary institution.</p>
9.27	CTE Course Section Provider Code	<p>This data element is required for each CTE course section. It indicates whether a given CTE course section is provided by:</p> <ul style="list-style-type: none"> <li>A Regional Occupational Center or Program; <i>or</i></li> <li>The District.             <ul style="list-style-type: none"> <li>Even if a given school does not have a formal CTE program, if a course has been mapped to a CTE Course Code, the LEA should select the "District" option.</li> </ul> </li> </ul>
9.26	Education Program Funding Source Code	<p>This data element indicates whether a given course is funded by California Partnership Academy program funds. If it is not funded by California Partnership Academy program funds, the field should be left blank.</p>

### 3.2.1 Career Technical Education, Continued

---

**Reporting  
CTE course  
data for  
ROC/P  
courses**

CTE course data are required for students even if the courses are taken through ROC/Ps.

ROC/Ps cannot obtain administrator accounts for CALPADS and they cannot submit their data directly to CALPADS; they must submit their data through the LEAs in which the students are primarily enrolled. Thus it is incumbent upon these LEAs to obtain the data from the ROC/Ps and to submit the data (courses completed in ROC/Ps) to CALPADS.

LEAs should indicate in the course section records that the courses are administered by Regional Occupational Centers or Programs (i.e., in the “CTE Course Section Provider Code” field, LEAs should enter the code value [from the Code Sets], *Career Technical Education Provider Category, Code 1*, for “Regional Occupational Centers and Programs”). In addition, since course section records require SEIDs, and the LEAs may not maintain the SEIDs for teachers employed by ROC/Ps, LEAs may use a “9999999999” for the SEIDs of these teachers in order to enable the submission of course section records.

---

**When should  
these data be  
updated in  
local  
systems?**

The CTE student information may be—and should be—updated in LEAs local systems on an ongoing basis throughout the year. If this is done, then only the CTE Pathway Completer Indicator data may require updating at the end of the year, when students complete the associated pathway completion requirements.

The CTE course section information should be updated in LEAs’ local systems at the beginning of the school year and should be included when course master schedules are being finalized. The data will then be available when course section data are extracted from local systems and submitted to CALPADS.

The course completion information (which includes the CTE information on courses) may be submitted to CALPADS after students have completed courses and after grades and credits have been given. Depending on the LEA, this submission may occur following each term in which grades and credits are given (e.g., after completion of a quarter or semester), or at the end of the year following the completion of all courses for the year.

---

*Continued on next page*

### 3.2.1 Career Technical Education, Continued

**Best Practices for LEAs regarding maintaining and submitting data**

These data should be maintained locally throughout the year. Career Technical Education data, however, are not required to be submitted to CALPADS until the end of the year.

**Best practices for LEAs who submit data in batch**

Although the data can be submitted to CALPADS throughout the year, because the Student CTE (SCTE) file is processed as a “full replacement” file in CALPADS (i.e., CALPADS replaces all data for a given school with each batch posting), it may not be feasible for LEAs to submit continually and thus continually replace all of the data. Thus it may be appropriate for LEAs to submit their batch CTE data at the end of the year, when the collection window opens.

After submitting the data, LEAs should review the certification reports. If necessary, LEAs may amend their data and resubmit data for the whole LEA or for a particular school. Data submitted should reflect the current academic year only.

**Best practices for LEAs who submit data online**

For LEAs who submit data online, a best practice would be to update CALPADS throughout the year, to reduce data input workload at the end of the year.

During the end-of-year snapshot collection window, LEAs should review the certification reports, and LEAs should then amend their data online if necessary. Data submitted should reflect the current academic year only.

**Notes regarding batch submission**

**Notes for LEAs who submit data in batch**

The Student Career Technical Education (SCTE) file is processed as a “full replacement file.” All CTE data in CALPADS will be replaced (by school year and school) if another file is posted.

**Notes regarding online submission**

**Notes for LEAs who submit data online**

Since the Student Career Technical Education file is processed as a “replacement” file, if an LEA has submitted data online and then sends up a batch, the batch submission thus replaces the previous data submitted online.

**Are the two CTE Pathway data elements (Field #s 11.13 and 11.14) required?**

In the Student Career Technical Education (SCTE) file, the CTE Pathway Code (Field 11.13) is required. However the CTE Pathway Completion Academic Year ID (Field 11.14) is **not** required. This field should only be populated for students who completed a particular CTE Pathway within the Reporting Academic year.

Perkins-funded LEAs are required to submit the SCTE file in order to certify EOY 1.

*Continued on next page*

### 3.2.1 Career Technical Education, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following reports related to *CTE* data:

Sub- mission	Census Day**	Official Submission Window***	Report #	Name of Report
EOY* 1	None	Early June – Late July	3.12	Career Technical Education Participants – Count Disaggregated <ul style="list-style-type: none"> <li>This report shows the counts of CTE participants and CTE concentrators – <i>by school</i>.</li> </ul>
			3.14	Career Technical Education Concentrators and Completers – Count by Pathway <ul style="list-style-type: none"> <li>This report shows the counts of CTE concentrators and completers – <i>by school and by CTE pathway</i>.</li> </ul>

\***EOY** = End of Year

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

\*\*\*Followed by an amendment window.

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
3.13	Career Technical Education Participants – Student List
3.15	Career Technical Education Concentrators and Completers – Student List

*Continued on next page*

## 3.2.1 Career Technical Education, Continued

---

**How does the state use these data to create reports?**

A **CTE participant** falls into one of two groups:

1. CTE Concentrators & Completers
2. CTE Non-Concentrator Participant

The following data are used to meet federal Perkins reporting requirements:

### **CTE Non-Concentrator Participants**

- The CDE counts and reports all students completing CTE courses (courses with CTE State Course Codes) as CTE participants, for federal Perkins reporting.
- All CTE participants are also reported by the subgroups required for federal Perkins reporting using the student demographic and program data already maintained in CALPADS (this includes students enrolled in courses with CTE course codes but who do not have a formal CTE program).

### **CTE Concentrators & Completers**

- From the CTE Pathway and CTE Pathway Completer student information, the CDE aggregates the pathway counts for concentrators and completers into the federal Perkins reporting categories (California's CTE pathways roll up into the federal CTE industry sectors). A mapping of California's CTE pathways with the federal CTE industry sectors can be found in the CALPADS Valid Code Combinations document (within the tab labeled "CTE Pathway - CTE Industry Sect").
  - The CDE also reports the CTE concentrators and completers by the various subgroups required for federal Perkins reporting using student demographic data already maintained in CALPADS.
- 

**How does CALPADS calculate counts of CTE participants?**

Here is how CALPADS calculates counts of CTE participants:

### **Calculation of Counts: CTE Non-Concentrator Participants**

- CTE Participants are calculated by counting all students who have completed one or more CTE courses (courses with CTE Group State Course Codes). These CTE Group State Course codes can be found in the 4000-5999 range of codes of the Course Group State code set in the CALPADS Code Sets document.

### **Calculation of Counts: CTE Concentrators & Completers**

- CTE Concentrators are calculated by counting all students who have designated CTE Pathway Codes (Field 11.13) in their Student CTE files.
  - CTE Completers are calculated by counting all students who have CTE Pathway Completer Academic Year IDs (Field 11.14) in their Student CTE files.
-

## 3.2.2 Educational Options Schools and Programs

### Introduction

*Educational options* include schools or programs of choice and schools or programs to which students are referred voluntarily or involuntarily. These schools and programs (sometimes referred to as “alternative”) provide the environment, curriculum, and support systems needed to ensure that participating students have the opportunity to achieve their full academic potential and earn their high school diplomas.

These data were previously collected as aggregate counts through CBEDS.

### Methods of collection in CALPADS and ORA

After analyzing the educational options programs collected in CBEDS, it was determined that, depending on the school type or program, student participation in these programs could be collected at the school level, student level, or course level. Thus, school-level data are now being collected through the Online Reporting Application (ORA) system, and student and course-level data are now collected through CALPADS.

The following table outlines the methodology used to collect program participation data for each of the educational options school types and programs.

Collection System	How Collected	Educational Options School Type or Program*
<b>CALPADS</b>	Participation is collected at the student level.	<ul style="list-style-type: none"> <li>• California Partnership Academies.</li> <li>• Opportunity programs.</li> <li>• Pregnant or Parenting programs (including Cal-SAFE programs).</li> </ul>
<b>CALPADS</b>	Participation is determined by course enrollment.	<ul style="list-style-type: none"> <li>• AVID.</li> <li>• Independent study.</li> <li>• International Baccalaureate programs.</li> </ul>
<b>ORA</b>	Program participation is determined by enrollment in an educational options school type.	<ul style="list-style-type: none"> <li>• Alternative schools of choice.</li> <li>• Magnet schools.</li> <li>• Smaller learning communities.</li> <li>• Thematic schools.</li> </ul>

\*NOTE: The Specialized Secondary Program was included in the Categorical Consolidation and therefore will not be collected in CALPADS.

### Why are these data needed?

Many students participating in educational options programs are at high risk of dropping out or of failing academically. The California Department of Education responds to numerous inquiries from the State Legislature, the Office of the Governor, and the State Board of Education for data on these specific student populations because of the significant effect that these populations have on graduation and dropout rates.

*Continued on next page*

## 3.2.2 Educational Options Schools and Programs, Continued

### **Educational options data elements**

The following data elements in CALPADS are used to calculate counts of students participating in educational options programs:

#### **Student Program Data** *(submitted in the Student Program file)*

Field #	Data Element Public Name	Comment
3.13	Education Program Code	<p>LEAs should report all students participating in the following programs:</p> <ul style="list-style-type: none"> <li>• California Partnership Academies.</li> <li>• Opportunity programs.</li> <li>• Pregnant or Parenting programs (including Cal-SAFE programs).</li> </ul> <p>Refer to the CALPADS Code Sets, Education Program, for program codes.</p>

#### **Course Data** *(submitted in the Course Section and Student Course Section files)*

Field #	Data Element Public Name	Comment
9.07	CRS-State Course Code	<p>Students enrolled in or completing courses with the following State Course Codes will be considered participants in these programs:</p> <ul style="list-style-type: none"> <li>• AVID (Code 6023).</li> <li>• International Baccalaureate (IB) (various codes).</li> </ul>
9.23	Independent Study Indicator	<p>Students enrolled in or completing courses with independent study indicators of "Y" (yes) will be considered participants in independent study.</p>

*Continued on next page*

### 3.2.2 Educational Options Schools and Programs, Continued

**What reports must LEAs certify and when?**

LEAs are required to certify the following report related to *educational options* data:

Sub- mission	Census Day	Official Submission Window***	Report #	Name of Report
EOY* 2	None**	Early June – Late July	5.1	Program Participants – Count <ul style="list-style-type: none"> <li>This report shows counts of participants in California Partnership Academies, Opportunity programs, and Pregnant or Parenting programs.</li> </ul>

\***EOY** = End of Year.

\*\*The **EOY** submissions do not have a Census Day; data collected reflects activity throughout the reporting year.

\*\*\*Followed by an amendment window.

**What detailed data will LEAs have to help them certify the reports?**

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Report #	Name of Report
5.3	Program Participants – Student List
3.16	Educational Options Course Completion – Student Count

### 3.2.3 Highly Qualified Teachers (Removed)

## 3.2.4 Home/Hospital and Independent Study Programs

---

### Introduction

This section discusses the enrollment of students in district-level home & hospital or independent study programs.

---

### What is a district-level home/hospital or independent study program?

District-level home/hospital and independent study programs provide home and hospital or independent study instruction through district-level staff who are not affiliated with a specific school in a given district.

In a district-level home/hospital or independent study program, neither the staff providing instruction nor the students are affiliated with a specific school in the given district. Rather, the staff and students are directly affiliated with the district office.

Regarding CDS codes: The CDE does not assign county-district-school codes to programs.

---

### How to report these students in CALPADS

For the purposes of CALPADS, students enrolled in district-level home/hospital or independent study programs should be primarily enrolled at the district office by using the county-district code in both the *Reporting LEA* and *School of Attendance* fields in CALPADS.

---

### When is it appropriate to enroll students in this district-level entity in CALPADS?

LEAs should enroll students in this district-level entity **only** in this situation:

- When a given student is receiving **all** of his/her instructional services in one of these programs from a teacher affiliated with the district office.

If the student is receiving any instructional services from his/her school of residence, then the student should be enrolled at his/her school of residence, and all associated data for that student should be submitted by the school of residence.

If an LEA's district-level program meets all of the criteria defined in the CDE's "definition of a school\*," then rather than enrolling students in the district-level entity, the LEA should apply for a county-district-school code through the CDE Educational Demographics Office. For more information obtaining a county-district-school code, refer to the CDE's Schools and Districts Web page at <http://www.cde.ca.gov/ds/si/ds/>.

\*For the CDE's definition of a school, refer to the CDE's Definition of a School Web page: <http://www.cde.ca.gov/ds/si/ds/dos.asp>.

---

### Where should LEAs report course and program data for these students?

Once the enrollments at the district-level entity have been created for these students, then all data associated with the students, including course and program data, should be submitted using the county-district code in the *Reporting LEA* and *School of Attendance* (also known as *School of Course Delivery*) fields.

---



## Chapter 4: School Types

---

### Introduction

This chapter contains information regarding requirements that may be different for specific school types, such as charter schools.

This chapter should give users an understanding of:

- The business rules that certain types of schools should follow with respect to CALPADS reporting.

---

### Contents

This chapter contains the following topics:

	<b>Topic</b>	<b>See Page</b>
4.1	Charter School Reporting	199

## 4.1 Charter School Reporting

---

### Introduction

This section discusses the general rules that apply to charter schools with respect to data reporting and state Pre-ID and assessment administration.

---

### Charter school reporting status in CALPADS

Regardless of funding type, a charter school may elect to report CALPADS data in one of two methods:

1. *Independent* of its authorizing agency.
2. *Through* its authorizing agency.

The decision regarding which method to report data is up to the charter school administration, and it is highly dependent on local data administration, data systems, and business practice factors.

An advisable practice would be for the charter school and its authorizing agency to reach consensus regarding the charter school's reporting status.

---

### Certification of data in CALPADS

A charter school's authorizing agency will not be prevented from certifying its data when an independently-reporting charter school misses a certification deadline. However, according to Education Code Section 47604.32(c):

- "Each chartering authority, in addition to any other duties imposed by this part, shall do... the following with respect to each charter school under its authority:
    - Ensure that each charter school under its authority complies with all reports required of charter schools by law."
- 

### A new charter school must inform the CDE of its reporting status in CALPADS

A new charter school must inform the California Department of Education of its reporting status in CALPADS before a County-District-School (CDS) code will be issued by the California Department of Education's CALPADS/CBEDS/CDS Operations Office. This reporting status must stay in effect through the end of the reporting year (the reporting year begins July 1 and ends June 30 of the following year).

The charter school must complete and submit a Charter School Reporting Status Change Form, which is located on the CDE's CALPADS and Charter Schools Data Reporting Policy Web page at <http://www.cde.ca.gov/ds/sp/cl/charterschools.asp>.

---

*Continued on next page*

## 4.1 Charter School Reporting, Continued

---

**Business rules applicable to CALPADS reporting status maintenance**

The following business rules apply to *reporting status* maintenance.

- A charter school's reporting status is a decision made at the local level by the charter school. This status may be changed annually during the specified time frame (May 1 – June 30).
  - A charter school's reporting status will not change unless the charter school submits a *Charter School Reporting Status Change Form* during the May 1 – June 30 time frame.
  - A reporting status change form must be sent by a charter school and **not** by its authorizing agency.
  - The CDE encourages the charter school and its authorizing agency to work together on the decision to change the reporting status of the charter school.
- A request made by a charter school to change its reporting status must be postmarked by June 30 in order to be approved for the upcoming reporting year. Requests postmarked after the June 30 deadline shall be considered on a case-by-case basis.
- A charter school's reporting status shall not change after the June 30 deadline and through the end of the subsequent reporting year.
  - As part of the County-District-School (CDS) Code application process, the CALPADS and California Basic Educational Data System - Online Reporting Application (CBEDS-ORA) reporting status must be indicated on the form before the form is complete and will be accepted. The reporting status must stay in effect for at least that reporting year (July 1 through June 30).
- No change shall be made to a charter school's reporting status without a signed CDE Charter School Reporting Status Change Form indicating that the charter school administrator has read and understands the CALPADS data maintenance and reporting requirements.
- Once a reporting status change has been made, the school's authorizing agency shall be notified by the CDE.

---

*Continued on next page*

## 4.1 Charter School Reporting, Continued

---

**Business rules applicable to reporting status maintenance,**  
Continued

- Independently-reporting charter schools that fail to certify data by the CALPADS reporting deadlines shall have no data reported. Authority to report charter school data shall not revert back to the authorizing agencies for reporting and certification. **However, it is the responsibility of the authorizing LEA to ensure that the charter school fulfills its state reporting requirements.** Data for independently-reporting charter schools will be used in the authorizing agency's district-level calculations for Adequate Yearly Progress and the Academic Performance Index.
- For charter schools reporting data through their authorizing agencies:
  - The authorizing agencies may grant charter schools access to the charter school data by providing a charter school role through the LEA CALPADS Administrator functions.
  - CALPADS does provide the authorizing agencies with the ability for charter schools to send data directly to CALPADS. However, the authorizing agencies are still responsible for certifying the data. Thus, in these cases, LEAs may require the charter schools to send their CALPADS data through their authorizing agencies.
- Each charter document for a charter school must contain a process to be followed should the school close. This process must contain specific procedures dealing with the transfer and closure of student records at the school, which includes the submission of records to exit any open enrollments in CALPADS. If the charter school served any students in grades 7–12, the Fall 1 certification must be completed the following year to certify the graduate and dropout data for the charter.
- If an independently-reporting charter school closes before exiting its enrollments in CALPADS, the school's independently-reporting status remains, and the authorizing agency will be issued an LEA administrator account to enable the agency to exit any open student enrollments and to complete the Fall 1 certification.
- If the authorizing agency fails to exit students for a closed charter school, then a state administrator will exit open enrollments by populating the *Student Exit Reason Code (Field 1.27)* with a *Student Exit Category Code of E400 (OtherReasonUnknown)*. Using the *Student Exit Category Code of E400 (OtherReasonUnknown)* could potentially affect graduation and dropout calculations for the authorizing agency.
- If an independently-reporting charter school becomes reauthorized under a new authorizing agency, the charter school's CD code will change, and all open enrollments will be transferred to the new charter school. The charter school will be responsible for resolving any CCE or MID anomalies tied to its former status, and if the charter served any students in grades 7–12, the Fall 1 certification must be completed for its former status.

---

*Continued on next page*

## 4.1 Charter School Reporting, Continued

---

### **Business rules applicable to CALPADS reporting status maintenance, Continued**

- If an independently-reporting charter school becomes inactive, meaning they are not closed but are not operating in the current school year, the charter school will lose its independently-reporting status and will be moved to be a school within the authorizing agency.
    - All open enrollments must be closed by the authorizing agency. This may be completed by charter school staff, but it will require the authorizing agency to create user accounts that will allow charter staff to exit the students.
    - The authorizing agency must also submit a request to put the charter school on the Excluded Schools list. Note that the charter school will only be put on the Excluded Schools list once all open enrollments have been closed.
- 

### **Changing CALPADS reporting status**

Should a charter school wish to change its reporting status, the charter school must send a **completed and signed** Charter School Reporting Status Change form by June 30<sup>th</sup> annually to the CALPADS/CBEDS/CDS Operations Office by e-mail at [CALPADS@cde.ca.gov](mailto:CALPADS@cde.ca.gov) or by fax at 916-327-0195.

The Charter School Reporting Status Change form is located on the CDE's CALPADS and Charter Schools Data Reporting Policy Web page at <http://www.cde.ca.gov/ds/sp/cl/charterschools.asp>.

---

### **Suggested practice regarding changes to CALPADS reporting status**

Prior to making a change in its reporting status, a charter school should discuss the change with its authorizing agency. Consensus should be reached between a charter school and its authorizing agency regarding the charter school's decision to change, to ensure that high-quality data can be easily maintained and reported to CALPADS.

Once the change has been implemented in CALPADS, charter staff and/or the authorizing agency should contact the CALPADS Service Desk for guidance on how the change will affect current data submission practices for the LEA.

---

*Continued on next page*

## 4.1 Charter School Reporting, Continued

**Do LEAs have to align their CALPADS and assessment administration statuses?**

There is no requirement that charter schools align their funding model, CALPADS reporting status, and assessment administration, however:

For the California Assessment of Student Performance and Progress (CAASPP), per *Education Code Section 60603* and California Code of Regulations Title 5, Section 851(b) and beginning in the 2014–2015 academic year:

- Direct-funded charter schools must conduct CAASPP assessments independently of its authorizing agency (*EC 60603*); and
- Any charter school that is not direct-funded must conduct assessments through its authorizing agency (5 CCR, § 851(b))

This alignment is not required for the administration of the California English Language Development Test (CELDT).

The table below displays the different combinations of administrative functions that charter schools may have:

<b>If a charter school's CALPADS reporting status is...</b>	<b>And the charter school's funding model is....</b>	<b>Then the school's CAASPP assessment administration status must be...</b>	<b>And the school's CELDT administration status is....</b>
Dependent	NOT direct-funded	Dependent	determined by the charter school
Dependent	Direct-funded	Independent	determined by the charter school
Independent	NOT direct-funded	Dependent	determined by the charter school
Independent	Direct-funded	Independent	determined by the charter school

While these combinations are allowed, charter schools are strongly encouraged to move towards aligning these processes as doing so streamlines the processes and greatly reduces errors and issues that arise when the processes are not aligned. To streamline these processes, best practices would be for charter schools to align their administrative functions as follows:

<b>If the charter school's funding model is...</b>	<b>Then the recommended CALPADS Reporting Status is.....</b>	<b>And the recommended Assessment Administration Status (for CAASPP and CELDT) is...</b>
Direct-funded	Independent	Independent
NOT Direct-funded	Through the authorizing agency	Through authorizing agency



## Chapter 5: Appendices

---

### Contents

This chapter contains the following appendices:

	<b>Topic</b>	<b>See Page</b>
Appendix A	CALPADS Certification Windows	205
Appendix B	CALPADS Reports – Summary	207
Appendix C	Student Exit Reason Code and Student School Completion Status: Descriptions	212
Appendix D	Acronyms and Other Abbreviations	230

---

## Appendix A: CALPADS Certification Windows

---

### Introduction

This appendix is intended to help users of this guide understand the submission windows for CALPADS.

---

### Certification submissions

For further detail on CALPADS submissions or specifications, refer to the CALPADS File Specifications.

#### Certification Submissions

The California Department of Education has identified the following CALPADS data submissions to support state and federal reporting needs for the Fall and the end of the academic year:

- Fall 1 – Annual Enrollment Update/English Language Acquisition Status/Title III Eligible Immigrants/Unduplicated Disadvantaged Student Count.
- Fall 2 – Course Enrollment/Staff Assignments/English Learner Services.
- End-of-Year 1 – Course Completion/Career Technical Education.
- End-of-Year 2 – Program Participation.
- End-of-Year 3 – Discipline.
- End-of-Year 4 – Waivers.

Each snapshot collection window (data submission window) will require the LEA submission of one or more of the specified file formats (these formats are specified in the CALPADS File Specifications). For example, the Annual Enrollment Update data collection that occurs in the fall will require the submission of the following file formats:

- SSID Enrollment.
- Student Information. (if applicable)
- Student Program.
- Student English Language Acquisition (if applicable)

The figure on the following page identifies the CALPADS file formats required for submission during each data collection window.

---

*Continued on next page*

## Appendix A: CALPADS Certification Windows, Continued

The figure below identifies the CALPADS file formats required for submission during each data collection window.

(excerpted from Section 1.5.2 of the CALPADS File Specifications)

**CALPADS Data Collection Periods, Windows, and Required File Formats**

File	Fall		End of Year			
	1-Annual Enrollment Update/ Title III Eligible Immigrants/ English Language Acquisition Status	2-Course Enrollment/ Staff Assignment/ EL Services	1- Course Completion/ Career Technical Education	2 -Program Participation	3- Discipline	4-Waivers
SSID/Enrollment	R <sup>(1)</sup>	U	U	U	U	U
Student Information	U <sup>(2)</sup>	U	U	U	U	U
Student Program	R <sup>(3)</sup>	U	U	R		
Course Section		R	R			
Student Course Section		R	R			
Staff Demographics		R	U			
Staff Assignments		R				
Student Waivers						R
Student Discipline					R	
Student Career Technical Education			R			
Student English Language Acquisition	U <sup>(2)</sup>					

R=Required submission for the specified data collection.

U=Updated data submitted if data in CALPADS are not current.

(1) Include all SSID enrollment records for students actively enrolled as of Fall Census Day (the first Wednesday of October) that have not previously been reported.

Include all SSID enrollment records for students (including any Graduates, Dropouts, and withdrawals) that have not been previously reported.

(2) These files are required when obtaining a new SSID, but in all other cases should only be submitted when the data within the file have changed.

(3) Student eligibility for Title I Part C Migrant, Gifted and Talented Education, Homeless Program, and Special Education must be up-to-date for the Fall 1 submission. If there are no changes to student eligibility for these programs, no updates need be provided. Eligibility for the National School Lunch Program, however, must be submitted each year.

## Appendix B: CALPADS Reports – Summary

**Introduction** This appendix includes the following reports summaries:

- Certification and Supporting Reports (summarized in the table directly below)
- County/Authorizing LEA reports (summarized in a second table)

### Certification and Supporting Reports

The table below summarizes the certification and supporting reports for each submission available to LEAs in the fall and end-of-year (EOY) snapshot collection windows. LEAs are only required to certify the certification reports. The supporting reports provide further details (drill-downs) relevant to the summaries found in the certification reports, and they may be used by LEAs to help validate their data.

Report	Fall 1	Fall 2	EOY 1	EOY 2	EOY 3	EOY 4	ODS
1.0 - Certification Error Report	S	S	S	S	S	S	
1.0a - Expected Schools Information	S	S	S	S	S	S	
1.1 - Enrollment - Primary Status by Subgroup	C						S
1.2 - Enrollment - Primary Status Student List	S						S
1.3 - Enrollment - Primary Status Disaggregated	S						S
1.4 - Enrollment Count - State View	S						
1.5 - Enrollment - By Status Disaggregated	S						S
1.6 - Graduates and Dropouts by Subgroup	C						S
1.7 - Graduates by Subgroup - Student List	S						S
1.8 - Dropouts by Subgroup - Student List	S						S
1.9 - Completers and Dropouts - Count	C						S
1.10 - Completers and Dropouts - Student List	S						S
1.11 - Completer Exits - Count Disaggregated	S						S
1.12 - Dropouts - Count Disaggregated	S						S
1.13 - Exits - Count Disaggregated	S						S
1.14 - Dropouts - State View	S						

*Continued on next page*

## Appendix B: CALPADS Reports – Summary, Continued

Report	Fall 1	Fall 2	EOY 1	EOY 2	EOY 3	EOY 4	ODS
1.17 - FRPM/English Learner/Foster Youth - Count	C						S
1.18 - FRPM/English Learner/Foster Youth - Student List	S						S
2.1 - Title III Eligible Immigrants – Count	C						
2.2 - Title III Eligible Immigrants - Count by Birth Country	S						S
2.4 - English Learner Education Services - Student Count Unduplicated		C					S
2.5 - English Learner Education Services - Unduplicated Count of Teachers Providing EL Services		C					S
2.6 - English Learner - Count by Primary Language		S					S
2.7 - English Learner Education Services - Student List		S					S
2.8 - English Language Acquisition Status - Count by Primary Language	C						S
2.9 - English Language Acquisition Status - Census Comparison	C						
2.10 - English Language Acquisition Status - Census Comparison Student List	S						
2.11 - English Learner Instructional Plan - Count by Plan		S					S
2.12 - English Language Acquisition Status - ELs Reclassified RFEP	C						
2.13 - English Language Acquisition Status - ELs Reclassified RFEP Student List	S						
3.1 - Class Size - by Content Area		S					S
3.2 - Class Enrollment - by Content Area		S					S
3.3 - Class Enrollment - Student List		S					S
3.4 - NCLB Core Course Section Compliance - Count by Content Area		C					S
3.5 - NCLB Core Course Section Compliance - Detail		S					S
3.6 - Course Section Enrollment - Count by Content Area		C					S
3.7 - Course Section Enrollment - Count and Details		S					S
3.8 - Course Section Enrollment - Student List		S					S
3.9 - Course Sections Completed - Count by Content Area for Departmentalized Courses			C				S
3.10 - Course Sections Completed - Count and Details for Departmentalized Courses			S				S

*Continued on next page*

## Appendix B: CALPADS Reports – Summary, Continued

Report	Fall 1	Fall 2	EOY 1	EOY 2	EOY 3	EOY 4	ODS
3.11 - Course Sections Completed - Student List for Departmentalized Courses			S				S
3.12 - Career Technical Education Participants - Count Disaggregated			C				S
3.13 - Career Technical Education Participants Student List			S				S
3.14 - Career Technical Education Concentrators and Completers - Count by Pathway			C				S
3.15 - Career Technical Education Concentrators and Completers - Student List			S				S
3.16 - Educational Options Course Completion - Student Count			S				S
4.1 - Staff - Count and FTE by Job Classification		C					S
4.2 - Staff - Count and FTE by Job Classification Disaggregated		S					S
4.3 - Staff Teaching Assignments - Detail		S					S
4.4 - Staff Profile - List		S					S
4.5 - Staff Non Classroom Based or Support Assignment - Detail		S					S
5.1 - Program Participants - Count				C			S
5.1a - Free or Reduced Price Meal Eligibility - Count	S						S
5.2 - Program Participants - Title I Part A Basic Targeted Services				S			S
5.3 - Program Participants - Student List				S			S
5.3a - Free or Reduced Price Meal Eligibility - Student List	S						S
5.4 - Homeless Students Enrolled				C			S
5.5 - Homeless - Student List				S			S
6.1 - CAHSEE Waivers and Exemptions - Count						C	S
6.2 - CAHSEE Waivers and Exemptions - Count Disaggregated						S	S
6.3 - CAHSEE Waivers and Exemptions - Student List						S	S
7.1 - Discipline Incidents - Count by Most Severe Offense					C		S
7.2 - Discipline Incidents - Student List					S		S
7.3 - Discipline Actions - Count					C		S

*Continued on next page*

## Appendix B: CALPADS Reports – Summary, Continued

Report	Fall 1	Fall 2	EOY 1	EOY 2	EOY 3	EOY 4	ODS
7.4 - Discipline Actions - Count by Offense					C		S
7.5 - Discipline Offenses - Student List					S		S
7.6 - Discipline Actions - Persistently Dangerous Offense Expulsions					C		S
8.1 - Student Profile - List	S						S
8.1a - Student Profile Exits - List	S						S
8.1b - Student Profile Dropouts - List	S						S
8.1c - Student Profile Dropouts - State View - List	S						
8.2 - Socio-economically Disadvantaged - Student List							S
9.1 - Multiple Identifier (MID) Anomalies Unresolved							S
9.2 - Multiple Identifier (MID) Anomalies Resolved							S
10.1 - Exit Reason Discrepancy (ERD) Anomalies							S
11.1 - Concurrent Enrollment (CCE) Anomalies							S
12.1 - SSID Anomaly Status							S

### Table Legend

C = Certification Report
S = Supporting Report
<b>Courses</b>
2 = SSID Enrollment Online
3 = SSID Enrollment Batch
4 = Fall Submissions
5 = Later Course

*Continued on next page*

## Appendix B: CALPADS Reports – Summary, Continued

### County/Authorizing LEA Reports

The table below summarizes the reports for each submission available to counties and authorizing LEAs in the fall and end-of-year (EOY) snapshot collection windows. These reports are useful for counties in reviewing aggregate LEA data.

A check mark (✓) delineates the data submission window relevant to a given report.

County/Authorizing LEA Report	Fall 1	Fall 2	EOY 1	EOY 2	EOY 3	EOY 4
C/A 1.1 - C/A Enrollment - Primary Status by Subgroup	✓					
C/A 1.6 - C/A Graduates and Dropouts by Subgroup	✓					
C/A 1.9 - C/A Completers and Dropouts - Count	✓					
C/A 1.17 - C/A FRPM EL Foster Youth - Count	✓					
C/A 2.1 - C/A Title III Eligible Immigrants - Count	✓					
C/A 2.4 - C/A English Learner Education Services - Student Count Unduplicated		✓				
C/A 2.8 - C/A English Language Acquisition Status - Count by Primary Language	✓					
C/A 2.9 - C/A English Language Acquisition Status - Census Comparison	✓					
C/A 2.12 - C/A English Language Acquisition Status - ELs Reclassified RFEP	✓					
C/A 3.4 - C/A NCLB Core Course Section Compliance - Count by Content Area		✓				
C/A 3.14 - C/A Career Technical Education Concentrators and Completers - Count by Pathway			✓			
C/A 4.1 - C/A Staff - Count and FTE by Job Classification		✓				
C/A 5.1 - C/A Program Participants - Count				✓		
C/A 5.4 - C/A Homeless Students Enrolled - Unduplicated Count by School				✓		
C/A 6.1 - C/A CAHSEE Waivers and Exemptions - Count						✓
C/A 7.1 - C/A Discipline Incidents - Count by Most Severe Offense				✓		
C/A 7.3 - C/A Discipline Actions - Count				✓		
C/A 7.4 - C/A Discipline Actions - Count by Offense				✓		
C/A 7.6 - C/A Discipline Actions - Persistently Dangerous Offense Expulsions				✓		

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions

---

### Introduction

LEAs are required to submit exit information to the CDE on an ongoing basis, and they are required to certify their exit information during the Fall 1 submission.

*Student exit reason code* and *student school completion status* are elements used to submit exit information to the CDE during the academic year.

This section identifies:

- Valid grade levels for each *student exit reason code* and *student school completion status*.
  - How each code and status will be grouped (e.g., dropout, graduate, transfer, completer, lost transfer) for state and federal reporting purposes.
- 

### ***Student exit reason code versus student school completion status***

#### **Student Exit Reason Code**

When a student exits a school, the LEA must submit an *exit date* and a *student exit reason code* to CALPADS.

The *student exit reason code* refers to the category or condition under which a given student has left/exited a school in the California public educational system.

**NOTE:** “*Student exit reason code*” is the public name of the data element, while its CALPADS Code Set name is: *Student exit category*. This distinction is mentioned here because the CALPADS Code Set name is the one used on the following pages.

*Readers of this guide should simply understand that “student exit reason code” is synonymous with “student exit category.”*

#### **Student School Completion Status**

If a student exited a school because he or she completed a given academic program (Student Exit Category E230: Completer Exit), then the LEA must also submit a *student school completion status*.

The *student school completion status* is defined as a student's state of completion of an academic program in a given educational service institution.

**NOTE:** “*Student school completion status*” is the public name of the data element, while its CALPADS Code Set Name is: “*School completion status*.” This distinction is mentioned here because the CALPADS Code Set name is the one used on the following pages.

*Readers of this guide should simply understand that “student school completion status” is synonymous with “school completion status.”*

---

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

### Student exit category

The following table shows how the various *student exit category* codes will be grouped for state and federal reporting purposes. Note that the term used here is *student exit category*, which is the CALPADS Code Set name for *student exit reason code* (the two are synonymous).

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
E125	<b>PriorCompISpecEd:</b> Student exited a special education transition program and was previously reported as receiving a special education certificate of completion, passing the California High School Proficiency Examination (CHSPE), or passing the General Educational Development (GED) test.	No	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	
E130	<b>Died:</b> Student died while enrolled in school or student completed the year and was expected to return, and died during the summer break.	No	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	A school or LEA must have written confirmation that a student is deceased before removing the student from the cohort (34 C.F.R. §200.19(b)(1)(ii)(B)). A letter from a parent or an obituary is sufficient documentation. Official written documentation of a student's death, such as a death certificate, is not necessary.

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
E140	<p><b>NoKnownEnrollTruant:</b></p> <p>Student withdrew from/left school, and the LEA is certifying that after taking truancy intervention steps*, there is no evidence that the student is in an academic program toward a diploma or its equivalent.</p> <p>*Refer to the CALPADS Code Sets document for truancy intervention steps listed in this definition.</p>	Yes	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	<p>LEAs should include those students who leave school due to pregnancy, as well as leave school for a job, marriage, etc.</p> <p>LEAs should not use this code for “no shows.”</p>
E150	<p><b>MidYearEnrollmentUpdate:</b></p> <p>The student is not exiting the school but one or more of the following pieces of information about the student is being updated:</p> <ul style="list-style-type: none"> <li>• Grade level, greater than 14 days before the end of the school year;</li> <li>• Student School Transfer Code; or</li> <li>• District of Geographic Residence</li> <li>• Enrollment Status Code</li> </ul>	No	No	No	K–12, ungraded elementary, ungraded secondary.	<p>Do NOT use this code if the student is exiting the school for any reason.</p> <p>CALPADS will also expect a subsequent enrollment record the day after the Enrollment Exit Date (the date the enrollment update is occurring).</p>

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
E155	<p><b>YearEndEnrlmntExitSameSchl:</b></p> <p>The student exited a grade level (excluding high school completion) during the last 14 days of the current academic year because of summer break or year-end intersession. This exit code is to be used for students expected to return to the same school.</p> <p>Do NOT use this code for students that are not expected to return to the same school in the following academic year.</p>	<p>No</p> <p>However, if the student never shows up at the school or any other school in California, the student will be counted as a dropout.</p>	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	<p>This end-of-year grade level exit represents that a student is exiting a grade for the academic year. Upon subsequent enrollment, the student may be enrolled in a grade representing promotion, retention, or demotion</p> <p>Note: If the student completed the last grade offered at the school, use Student Exit Category=E230 [Completer Exit] and School Completion Status=480 [Promoted/ Matriculated] instead of this code.</p>
E170	<p><b>SecEnrlExit:</b></p> <p>Student who was enrolled with a secondary Enrollment Status Code (20) in any grade, exited/withdrew from school.</p>	No	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	This code can only be used with secondary enrollment status records.

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
E300	<b>ExpellNoKnownEnroll:</b> Student left school after being expelled, was subsequently referred to another educational service institution, but never showed up, and attempts to locate the student were unsuccessful	Yes	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	Do NOT use this code if the district took the appropriate steps to refer the student to the Student Attendance Review Board (SARB); use E140 (TruantNoKnownEnroll). Only use this code if the student was exited without first being referred to the SARB.
E400	<b>OtherOrUnknown:</b> The student withdrew from/left school for reasons that cannot be determined or for reasons other than those described in the Student Exit Category codes.	Yes	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	LEAs should <b>not</b> use this code for students who were referred for truancy intervention, as outlined in Code E140 (NoKnownEnrollTruant).
E410	<b>MedicalRsns:</b> Student withdrew from/left school due to medical reasons.	No	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	If the student entered a health facility, LEAs should use Code T310 (TransHealthFacil). This code is to be used for serious long-term medical reasons (does not include pregnancy).

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
E450	<p><b>PreK-6Exit:</b></p> <p>Infant or student in pre-kindergarten through grade six, or ungraded elementary, exited/withdrew from school; or the student exited school during a temporary break such as summer vacation or year-round intersession, but was expected to return to the same school after the break.</p>	No	No	No	K-6, ungraded elementary optional.	<p>This code may be used for all infants, toddlers, pre-K, K-6, or for ungraded elementary exits. In a unified district, it may be easier for all schools in the district to use the other exit/withdrawal codes so that two different code sets do not have to be maintained in the district.</p> <p>It is preferred that LEAs use E155 (YearEndEnrlmntExitSameSchl) when exiting students at the end of the academic year if the students are expected to return.</p> <p>A student must be reported in grade IN, TD, PS, KN, or 1-6 in order to use this code.</p>
N470	<p><b>NoShow:</b></p> <p>The student's enrollment was exited because the student was pre-enrolled in a school but did not show up as expected. This exit represents a nullification of the pre-enrollment.</p>	No	No	No	7-12, ungraded secondary, (K-6, ungraded elementary optional).	<p>An LEA should use this code when a student was pre-enrolled in a school but did not show up as expected. N470 essentially nullifies a pre-enrollment record. LEAs may also elect to delete the enrollment record rather than using this exit code. Either way is acceptable.</p>

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

---

**Documentation standards for student transfers (Student Exit Category Codes with a “T” prefix):**

To confirm that a given student has transferred out, a school or LEA must have “official written documentation” that a student has transferred to another school or to an educational program that culminates in the award of a regular high school diploma (34 C.F.R. §200.19(b)(1)(ii)(B)(1)). Examples of official written documentation include: a request for student records from a receiving public or private high school or an educational program (that culminates in a regular high school diploma); or a written record of a response from an official in the receiving school or program acknowledging the student’s enrollment. A conversation with a parent or neighbor of a student, for instance, would **not** be considered official written documentation of a transfer. See specific documentation standard for students that have transferred out of the US.

---

(Student transfer codes begin on the following page.)

---

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
T160	<p><b>TransCASchIRegular:</b></p> <p>The student withdrew from/left school and transferred (not referred by a school or district) to another California public school (within or outside the district), including transfers to a non-sectarian, non-public certified (NPS) school. Transfers that are a result of referrals made by a school or district are to be coded as T165 or T167 as appropriate. The district has acceptable documentation of this transfer.</p>	<p>No</p> <p>However, if the student never shows up at another California school, the student will be counted as a dropout.</p>	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	<p>Note the following distinction between T160 and T167:            If a student voluntarily transfers to any California public school, Code T160 should be used, <b>unless</b> the student is (voluntarily) transferring to an independent study program. If the student is voluntarily transferring to an independent study program, then Code T167 should be used.</p> <p>Code T160 is also used for students who leave a district school and then enroll and attend another school in the same district.</p> <p>Code T160 is used for students who exit given schools <b>voluntarily</b> to transfer to any California public schools, including, but not limited to, alternative schools of choice, early college high schools, middle college high schools, diploma plus high schools, and charter schools.</p>

### More Notes Regarding Code T160

**T160 should NOT be used in these instances**

Code T160 should **not** be used for transfers that are the direct result of disciplinary actions (LEAs should use T165 [TransSpecDiscRsnsOrJudg] instead).

Code T160 should **not** be used for students completing the school year/grade who are expected to return to the same school the following school year (Code E155 [YearEndEnrlmtExitSameSchl] should be used if necessary).

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 (LEAs should use Code E230 [CompleterExit ] and then School Completion Status 480 [Promoted (matriculated)]).

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
T165	<p><b>TransSpecDiscRsnsOrJudg:</b></p> <p>The student was withdrawn from one school due to specified disciplinary reasons, and transferred to another California public school (within or outside the district). The district has acceptable documentation of this transfer.</p> <p><i>The specified disciplinary reasons include: Referral by a juvenile court judge or other correctional or judicial official; expulsions pursuant to Education Code Section 48915 (a), (b), or (c); and in cases in which the student is known to be enrolled in another institution.</i></p>	No	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	<p>Schools to which students transfer include, but are not limited to, community day schools, county community schools, juvenile court schools, opportunity schools, and Calif. Education Authority schools.</p> <p>A valid 7-digit school code may be provided for the school that the student will be transferring into (expected receiver school).</p>

### More Notes Regarding Code T165

#### T165 should NOT be used in these instances

Code T165 should **not** be used if the student is expelled and referred to an alternative education program for disciplinary reasons other than those specified in Education Code Section 48915 (a), (b), or (c) (LEAs should use Code T167 [TransAltSchIPrgm]).

Code T165 should **not** be used if a given expelled student is NOT known to be enrolled in another institution (LEAs should use Code E300 [ExpelledNoKnownEnroll]).

Code T165 should **not** be used if a truant student has not been attending and has been referred for truancy intervention (LEAs should use Code E140 [NoKnownEnrollTruant]).

Code T165 should **not** be used if a student is referred by the school or district to an alternative education program for non-disciplinary reasons (LEAs should use T167 [TransAltSchIPrgm]).

Code T165 should **not** be used if a student is transferred voluntarily, without a referral and for non-disciplinary reasons (LEAs should use Code T160 [TransCASchIRegular]).

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
T167	<p><b>TransAltSchlPrgm</b></p> <p>The student was referred by a school and/or school district to enroll in an alternative education school, or the student voluntarily transferred to an independent study program in another California school in the same district or in a different district for one of the following reasons:</p> <ul style="list-style-type: none"> <li>The student was referred or voluntarily transferred to an independent study program for non-disciplinary reasons.</li> <li>The student was referred by the school and/or school district to withdraw from/leave school and transfer to an alternative education school or to a non-alternative education school independent study program for any disciplinary reason <i>except</i> those specified in T165.</li> </ul>	<p>No</p> <p>However, if the student never shows up at another California school, the student will be counted as a dropout.</p>	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	See the notes in the block below.

### Notes Regarding Code T167

**T167 should NOT be used in these instances**

Code T167 should **not** be used for interdistrict transfers: i.e., formal agreements pursuant to:

- Education Code Section 46600
- Public school choice – program improvement school
- Unsafe School Choice Option; or
- District-of-choice transfers pursuant to Education Code Section 48313

Code T167 should **not** be used for students who are referred to an alternative education school or independent study program for disciplinary reasons by a juvenile court judge or other correctional or judicial officer, or for students who are expelled pursuant to Education Code Section 48915 (a), (b), or (c) (LEAs should use Code T165 [TransSpecDiscRsnsOrJudg ] instead).

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
T180	<b>TransPrivate:</b> Student withdrew from/left school and the district has received acceptable documentation of enrollment in a private school in California. Do not use this code for transfers to a non-sectarian, non-public certified (NPS) school. Student Exit Category Code T160 (TransCASchIRegular) should be used.	No	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	This code is also used for students completing the highest grade at a middle/intermediate/junior high and leaving the school to attend a private high school. In this case, there is no need for documentation of enrollment in a private school.
T200	<b>TransUS:</b> Student withdrew from/left school and the district has received acceptable documentation of enrollment in another public or private U.S. school outside California. Do not use this code for transfers to a non-sectarian, non-public certified (NPS) school. Student Exit Category Code T160 (TransCASchIRegular) should be used.	No	No	No	7–12, ungraded secondary (K–6, ungraded elementary optional).	This code should also be used for students matriculating from middle/intermediate/junior high to a high school outside of California. In this case, there is no need for documentation of enrollment in a school outside of California. Also use this code for students who transfer to U.S. territories. Refer to the CSIS Data Dictionary, Appendix B, for a list of U.S. territories.

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
T240	<b>TransOutUS:</b> Student withdrew from/left school to move to another country.	No	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	This code should also be used for students matriculating from middle/intermediate/junior high to a high school in another country. A school or LEA must have written confirmation that a student has emigrated to another country (34 C.F.R. §200.19(b)(1)(ii)(B)), but need not obtain official written documentation. For example, if a parent informs a school administrator that the family is leaving the country, the school administrator may document this conversation in writing and include it in the student's file.
T260	<b>TransInAdult:</b> Student withdrew from/left school to enroll in an adult education program and there is evidence that the student is in attendance and is working toward the completion of a GED certificate, California High School Exit Exam (per Senate Bill 172, this only applies to graduating class years 2011-12 and before) preparation courses, or high school diploma through an adult education program.	No	No	No	7–12, ungraded secondary.	Enrollment in an adult education program—in the subsequent academic year—must be verified in order to use this code.  A student must also be 16 or older and reported in grade 7–12, or U.S., to use this code.

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
T270	<b>TransDropAdult:</b> Student withdrew from/left school to enroll in an adult education program in order to obtain a GED certificate or high school diploma, but subsequently dropped out of the adult education program.	Yes	No	No	7–12, ungraded secondary.	This code is to be used by the last secondary (non-adult education) school attended.  This code is also used when a student's enrollment in an adult education center and program cannot be verified on Census Day.  A student must also be 16 or older and reported in grade 7–12 or U.S. to use this code.
T280	<b>TransCollege:</b> Student withdrew from/left school and the district has received acceptable documentation that the student is enrolled in college, working toward an Associate's or Bachelor's degree or taking California High School Exit Exam (per Senate Bill 172, this only applies to graduating class years 2011-12 and before) preparation courses.	No	No	No	7–12, ungraded secondary,	
T310	<b>TransHealthFacil:</b> Student withdrew from/left school and entered a health care facility.	No	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	This code is <i>not</i> for pregnancies.

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

Student Exit Category Code	Code Name and Definition	Dropout	Graduate	Completer	Grade Level	Notes
T370	<b>TransInstHSDipl:</b> Student withdrew from/left school and entered an institution that is not primarily academic (military, job corps, justice system, etc.) and the student is in a secondary program leading toward a high school diploma.	No	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	This does not include the following types of schools: Community day, continuation, juvenile hall, and California Education Authority. For students enrolling in these types of schools, LEAs should use Code T165.
T380	<b>TransInstNoHSDip:</b> Student withdrew from/left school and entered an institution that is not primarily academic (military, job corps, justice system, etc.) and the student is not in a secondary program leading toward a high school diploma.	Yes	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	See the notes for T370.
T460	<b>TransHomeSchl:</b> Student withdrew from/left school for a home school setting not affiliated with a private school or independent study program at a public school.	No	No	No	7–12, ungraded secondary, (K–6, ungraded elementary optional).	LEAs should not use this code for students in private schools (those schools that submit private school affidavits). Also, LEAs should not use this code for students in independent study programs through public school districts.

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

### School completion status

The following table shows how the various *school completion status* codes will be grouped for state and federal reporting purposes. Note that the term used here is *school completion status*, which is the CALPADS Code Set name for *student school completion status* (the two are synonymous).

School Completion Status Code	Code Name and Definition	Dropout	Completer	Graduate	Grade Level	Notes
100	<p><b>Graduated, standard HS diploma:</b></p> <p>The student left school after meeting all state and local high school graduation requirements and received a standard high school diploma, or a student in foster care who met the state and local graduation requirements of a district they previously attended, as specified in Education Code Section 51225.</p>	No	Yes	Yes	7–12, ungraded secondary.	<p>This code is typically used for grade 12 graduates, although students who obtain high school diplomas in earlier grades and exit the schools would also get this code.</p> <p>LEAs should not use this code for students who are matriculating from middle/junior/intermediate school to high school. LEAs should use E230 and then School Completion Status 480.</p> <p>This code should additionally be used for students in foster care who met state and local graduation requirements at a prior district, even if the district in which they are currently enrolled has graduation requirements that exceed those of the prior district.</p> <p>Students must be reported in grade 10, 11, 12, US, or AD to use this code.</p>

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

School Completion Status Code	Code Name and Definition	Dropout	Completer	Graduate	Grade Level	Notes
120	<p><b>Special education certificate of completion:</b></p> <p>A student with exceptional needs (having an individualized education program [IEP]) left school after receiving a certificate or document of educational achievement or completion meeting the requirements of Education Code Section 56390.</p>	No	Yes	No	7–12, ungraded secondary.	
250	<p><b>Adult Ed High School Diploma:</b></p> <p>The student left school and the district has acceptable documentation of the student having received a high school diploma through an adult basic education program.</p>	No	Yes	Yes	7–12, ungraded secondary.	

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

School Completion Status Code	Code Name and Definition	Dropout	Completer	Graduate	Grade Level	Notes
320	<p><b>Received a High School Equivalency Certificate (and no standard HS diploma):</b></p> <p>Student left school and the district has acceptable documentation that the student received a High School Equivalency Certificate by passing one or more of the following exams: the General Educational Development (GED) exam, the Test Assessing Secondary Completion (TASC) exam, or the High School Equivalency Test (HiSet).</p>	No	Yes	No	7–12, ungraded secondary.	Student must be at least 18 years of age.
330	<p><b>Passed CHSPE (and no standard HS diploma):</b></p> <p>The student left after passing the California High School Proficiency Exam (CHSPE), and the district has acceptable documentation.</p>	No	Yes	Yes	7–12, ungraded secondary.	Student must be at least 16 years of age.
360	<p><b>Completed grade 12 without completing graduation requirements, not grad:</b></p> <p>Student completed grade 12 or exceeded the maximum age for high school attendance but did not meet the state and/or local high school graduation requirements, and there is no evidence that the student is in an academic program leading toward a high school diploma or its equivalent.</p>	Yes	No	No	12	<p>The student completed grade 12 but is not a graduate.</p> <p>This does not include students who did not graduate because of failure to pass the California High School Exit Exam ((per Senate Bill 172, this only applies to graduating class years 2011-12 and before).</p>

*Continued on next page*

## Appendix C: Student Exit Reason Code and Student School Completion Status Descriptions, Continued

---

School Completion Status Code	Code Name and Definition	Dropout	Completer	Graduate	Grade Level	Notes
480	<p><b>Promoted (matriculated):</b></p> <p>The student completed the highest grade level offered at a school (excluding high school completion), left the school, and was expected to attend another California public school.</p>	No	No	No	7–11, ungraded secondary.	This code should only be used for students in grades 7–11, ungraded secondary, who have reached the highest grade level at a school.

---

## Appendix D: Acronyms and Other Abbreviations

### Contents of this appendix

This section contains a list of acronyms and other abbreviations used in this document.

Acronym or Other Abbreviation	What it stands for
CAHSEE	California High School Exit Exam
CALPADS	California Longitudinal Pupil Achievement Data System
Cal-SAFE	California School-Age Families Education
CBEDS	California Basic Educational Data System
CDE	California Department of Education
CDIF	County/District Information Form
CDS	County-District-School
CELDT	California English Language Development Test
CFS	CALPADS File Specifications
CHSPE	California High School Proficiency Exam
CIG	Credential Information Guide
ConApp	Consolidated Application
CPA	California Partnership Academy
CSIS	California School Information Services
CSPR	Consolidated State Performance Report
CST	California Standards Test
CTC	Commission on Teacher Credentialing
CTE	Career Technical Education
EC	Educational Code
ED	United States Department of Education
EDEN	Education Data Exchange Network
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
EO	English Only
EOY	End of Year
FEP	Fluent-English Proficient
FERPA	Family Educational Rights and Privacy Act
FRPM	Free or Reduced-price Meals
FTE	Full-Time Equivalency
GATE	Gifted And Talented Education

*Continued on next page*

## Appendix D: Acronyms and Other Abbreviations, Continued

<b>Acronym or Other Abbreviation, Continued</b>	<b>What it stands for</b>
GED	General Educational Development
HOUSSE	High Objective Uniform State Standard of Evaluation
HQT	Highly Qualified Teacher
IB	International Baccalaureate
IEP	Individualized Education Program
IFEP	Initially Fluent-English Proficient
LCEN	Language Census
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LEP	Limited-English Proficient
NCLB	No Child Left Behind
NPS	Non-Public Non-Sectarian School
NSLP	National School Lunch Program
ORA	Online Reporting Application
PAIF	Professional Assignment Information Form
RFEP	Reclassified Fluent-English Proficient
ROC/P	Regional Occupational Center or Program
SDAIE	Specially Designed Academic Instruction in English
SEID	Statewide Educator Identifier
SIF	School Information Form
SIS	Student Information System
SNOR	Student National Origin Report
SSID	Statewide Student Identifier
VPSS	Verification Process for Special Settings