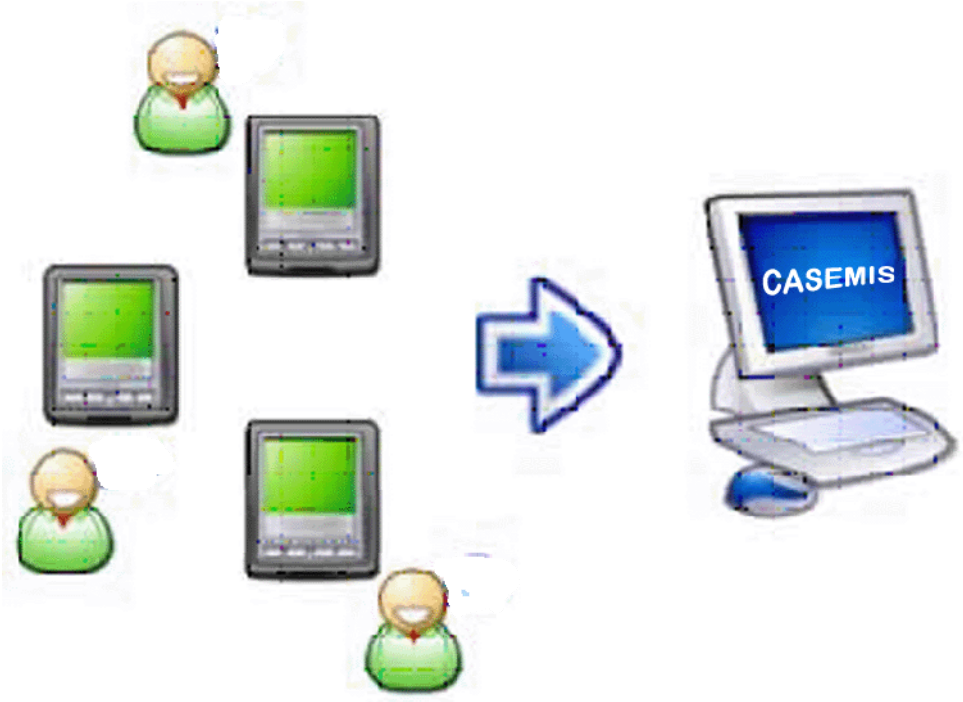
CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

Technical Assistance Guide
December 2009 DRAFT
Old Ethnicity Fields Edition



California Department of Education **Special Education Division**

PREFACE

This guide is developed for special education local plan areas (SELPA), school districts, county offices of education, and state-operated programs (SOP) for the disabled that submit student level data via California Special Education Management Information System (CASEMIS). The complete package includes:

- CASEMIS software,
- Technical Assistance Guide (TAG),
- CASEMIS Step by Step

All three are available at the Department's Web site for downloading at:

http://www.cde.ca.gov/sp/se/ds/ .

These products can be downloaded to a Personal Computer (PC) if you are an **authorized user** (e.g. SELPA, district, county office of education, or SOP) of the system. Additional copies of the software or documentation can be made for the districts or sites under your jurisdiction. Any unauthorized copy, distribution, or commercial use of the software is strictly prohibited.

The Technical Assistance Guide (TAG) contains necessary and relevant information about the CASEMIS data fields and structure for the collection cycles. The software and the TAG are generally updated once a year reflecting all new reporting requirements from state and federal agencies. However, mid-year revisions are provided to users as needed. The Step by Step document is modified as the software updates are made.

All features in CASEMIS have been tested with fictitious and actual data. However, it is virtually impossible to recreate every situation that may be reported. If the system fails to perform as expected, please let us know by e-mail at casemis@cde.ca.gov.

Additionally, we believe that the system should be beneficial for both the California Department of Education (CDE) and the various education agencies that use it. If you have any suggestions for improving the software or the Technical Assistance Guide, please let us know by sending an e-mail with specific details to casemis@cde.ca.gov. We hope you will find these products useful.

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Chapter I

General Information

California Special Education Management Information System (CASEMIS) is data reporting and retrieval system in special education, developed by the California Department of Education (CDE), Special Education Division. The system is designed to assist local education agencies (LEAs), special education local plan areas (SELPAs), county offices of education, school districts, and state-operated programs for the disabled (SOP) submit student level data to the CDE. The system has been in operation since 1987-88 on a voluntary basis, and by 1994-95, all SELPAs and SOPs in California have implemented the system. The CASEMIS has completely replaced all special education enrollment data collections using paper forms.

Background

The CDE and the SELPAs established several needs for a statewide student level database in special education. A detailed analysis of these needs and a discussion of the benefits and costs of implementing such a system were documented in a feasibility study prepared by the CDE and approved by the Department of Finance in 1989 for statewide implementation.

Past experience showed aggregate data lacked the degree of detail necessary to answer various program questions. Each time a need arose for new information that was not available in the existing pool of aggregate data, the CDE sent paper forms to LEAs to collect the needed data. These data were fragmented and often inconsistent; therefore, it was difficult for the Department to make any meaningful analysis of the data over a period of time.

The need for program information has continued to increase considerably in recent years. This trend shows no signs of slowing, as many emerging issues in special education require data on a large number of program variables and student characteristics that make reporting quite complex.

The changes in the data requirements and increasing sophistication in their use have made the traditional data collection process expensive, inefficient, and impractical. Therefore, the CDE launched this effort to collect primary data (as opposed to secondary, derived, or calculated data) at the student level, rather than aggregate data at the district or SELPA level. This approach enabled the Department to address many program questions using the existing pool of data without sending out paper forms to the LEAs. By implementing the system over a number of SELPAs since 1987, we found that the student level data reporting system is as error-free as possible, cost-effective, and efficient in meeting our information needs.

Purpose of the System

The purpose of the system is to develop the capability in the CDE and among the LEAs to collect and share accurate and reliable student-level data in a timely manner. The system provides the LEAs a statewide standard for maintaining a common core of special education data at the local level. Furthermore, at regular intervals it provides the CDE quality data that can be used for meeting many of our data needs. Specifically, they are:

1. To monitor special education programs in California on a continuous basis and to identify any unusual phenomenon or changes in the program.
2. To seek answers to various program questions by analyzing student level data for better planning, policymaking, and administration of special education programs.
3. To identify and research various program issues using the demographic and program variables.
4. To evaluate special education programs against statewide regular education goals in general and special education goals in particular.
5. To evaluate the effectiveness of special education programs in California with respect to individual student progress, movement to less restrictive environment, and transition to independent living.
6. To meet statutory and programmatic needs for data in special education.
7. To project future needs of students with disabilities in California and help develop strategies to address them.
8. To develop the capability to share special education information between the CDE and other state and local education agencies using the latest technologies.
9. To develop special education data standards in California and collect a set of common core data in special education so we can address issues of statewide and local interest.
10. To disseminate district-level, SELPA-level, and state-level information in special education programs.

Authority for Collecting Student Level Data

Both California state and federal laws have given the statutory authority to the CDE for collecting necessary data in special education on a regular basis. These requirements are stated in the appropriate code sections of the laws and regulations in order for the Department to effectively administer special education programs.

State Law

California *Education Code* (*EC*) Section (§) 56601(a) (Part 30) provides the statutory authority to the CDE to collect special education data, at least annually, in a form and manner determined by the Superintendent. It states that,

Each special education local plan area shall submit to the superintendent at least annually information, in a form and manner prescribed by the superintendent and developed in consultation with the special education local plan areas, in order for the superintendent to carry out the evaluation responsibilities.... This information shall include other statistical data, program information, and fiscal information that the superintendent may require. The superintendent shall use this information to answer questions from the Legislature and other state and federal agencies on program, policy, and fiscal issues of statewide interest.

The CDE, under this authority, has made the decision to collect student level data electronically, twice a year.

Several other sections of the *EC* and the *Government Code* (*GC*) authorize the department to collect data from the LEAs to meet various statistical, fiscal, demographic, and programmatic needs for data in special education in California. All relevant California code sections are presented in Appendix C.

Federal Law

Section 1418 of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 of the federal statutes (Title 20 *U.S.C*. Chapter 3*3*), requires that each state education agency (SEA) collect statistical and programmatic information on students enrolled in special education in order to apply for federal funds. Relevant sections of the *U.S. Code* outlining these requirements are shown in Appendix C.

General Overview of the System

The system requires each participating LEA manage a student level data system on a computer. The hardware can be personal computer, minicomputer, or mainframe, although the CDE's support for this system is limited to a microcomputer environment. The database can be developed according to the state database structure (see Chapter II) or the LEA may use its own structure. It is not necessary, nor is it expected, that the LEA have the same hardware or software as the CDE. In order to participate in the student level data system, however, some data interface between the CASEMIS and the LEA system is necessary.

The CDE provides a software, named CASEMIS (see Chapter III), to the LEAs annually or prior to each reporting cycle. The software, as an option, accesses the student data file maintained by the LEA and copies eligible records from this file to a new file for each reporting cycle. CASEMIS verifies the files and produces lists of errors and warnings for SELPAs to review. After SELPAs correct errors and verify warnings and examine the files for accuracy the LEA may submit the verified data files (new files created by CASEMIS) and the Certification Report.

Further details of the system are discussed in appropriate chapters in this document.

System Hardware for the LEA

As indicated above, the CASEMIS software supports <u>only</u> personal computers with Microsoft Windows 2000 operating system or later. This means that the LEAs maintaining their data system in computers other than personal computers must have the capability of downloading their student level data to the Windows 2000 environment.

System Software for the LEA

The LEAs may use any database management software to maintain their student data file. However, CASEMIS will read files written only in .**dbf** format. For your convenience, the tools in CASEMIS software can extract CASEMIS data files written in **.txt** or **.csv** (comma separated values) format into **.dbf** format. If your data files are in **.txt** or **.csv** format, CASEMIS may extract and verify the data files and then generate reports.

If the LEA cannot generate a data file in **.dbf, .txt, or .csv** format according to the CDE database structure, the LEA will not be able to use the CASEMIS. Please use the information below to contact SED.

Contact Information

The CDE provides free technical support to the LEAs as necessary. If you need assistance, have questions or inquiries for further information regarding the student level database or the CASEMIS software, please directed them to:

Mailing Address:	California Department of Education Special Education Division 1430 N Street, Suite 2401 Sacramento, CA 95814 Attn: Assessment, Evaluation, and Support Unit
Telephone:	(916) 327-3651
E-mail address:	casemis@cde.ca.gov
Fax:	(916) 327-3730

A Note About This Guide

This document has been written for use by public LEAs and the SOPs submitting data for students with disabilities in California. The LEAs include school districts, county offices of education, and SELPAs. The SOPs include all participating programs for the disabled, operated by various state agencies. The CASEMIS Technical Assistance Guide can be downloaded at

http://www.cde.ca.gov/sp/se/ds/

For the sake of convenience, we have used the terms LEA and SELPA to include the state-operated program. Similarly, we have used the term "district" to include the sites in a state-operated program. In some cases we have used both terms.

Chapter II

DATABASE STRUCTURE WITH FIELD DESCRIPTIONS AND CODES: 2009-10

The 2009-10 student level database has four data tables:

- Table A: CASEMIS Student Data,
- Table B: Student Services Data,
- Table C: Discipline (Suspension/Expulsion) Data,
- Table D: Post-secondary Follow-up.

A matrix provides structural and reference information concerning each table as a quick field reference. Specifics on each data field include the following information: (1) table and field number, (2) field name, (3) field type, (4) field length, (5) content verification, (6) new or revised status.

In-depth data field particulars are found in the Field Details section, which follows each table's matrix. Information in this section includes: (1) field definition, (2) purpose, (3) valid format, examples, codes, (4) comments (if any), and (5) methods of verification applied (if any).
Table Content Overview

Table A (Student Data Table) ***shall*** contain one record for each student found eligible for and received special education services. The unique identifier of a student record for a SELPA is derived by the combination of the *SELPA_CODE* and *STUDENT_ID* data fields in the table.

Table A *shall* also contain one record for each child referred and evaluated but not eligible for special education or related services. (Data Field A-32, PLAN_TYPE, code 90)

Table A shall also contain one record for each child referred, found eligible, and did not receive special education and related services because parent declined services or child was parentally placed in private school where no ISP services were provided.

Table B (Student Services Data Table) ***shall*** contain **at least one record for each student** in Table A, except those students with a code 80 or 90 in Data Field A-32, PLAN_TYPE. Table B may contain more than one record, one for each service received by the student.

Table C (Discipline Data Table) ***shall*** contain **one record for each disciplinary action** for a student receiving services in Table A. Table C may contain more than one record for a student, if the student is subjected to more than one disciplinary action during the school year (for end-of-year reporting cycle only).

Table D (Post-secondary Follow-up) **shall** contain **one record for each student exited from program or SELPA during the prior year** except those students who returned to regular education (EXIT_RESON 70), transferred to another program (EXIT_RESON 76), or are deceased (EXIT_RESON 77) (2007-08, for end-of-year cycle reporting only). Post-secondary is generally considered as after high school;

the June 2010 Table D would include any student exiting high school during the 2009-10 school year or students 14 years of age and older.

It is important that each data table maintained by the LEA contains **all data fields** with appropriate codes according to this structure. Please note that in this document the term IEP (Individualized Education Program) includes IFSP (Individual Family Service Plan) and ISP (Individual Service Plan) as applicable. Generally, there are **no optional data fields (infant data as necessary)** in the CASEMIS data tables for students receiving special education and related services. **Certain fields may be left blank, for example for students served under an ISP, please see Figure 1. Fields A-1 through A-32 must be completed for students with PLAN TYPE codes 70, 80, and 90.**

Acceptable data sources for CASEMIS software are as follows:

- DBF file format **(.dbf),** providing the column headers conform to the CASEMIS structure,
- ASCII Text files, including: comma delimited (CD); comma separated values **(.csv)**

If a SELPA or district uses ASCII text **(.txt)** format, make sure that the date field is in CCYYMMDD format rather than MM/YY/DD format prior to converting a table from ASCII **(.txt)** or **.csv** to **.dbf** format.

TABLE A: CASEMIS STUDENT DATA

The following matrix provides structural and reference information for Table A. Next is the 'Field Detail' section that provides additional information concerning each field.

Figure 1- CASEMIS Student Data Table A Field

Table & Field #	Field Name	Field Type	Length	Field is Verified	New or Revised	ISP Req'd
A-1	REPT_DATE	Date	8	Yes	No	Yes
A-2	SELPA_CODE	Character	4	Yes	No	Yes
A-3	SELPA_FROM	Character	4	Yes	No	No
A-4	DIST_SERV	Character	7	Yes	No	Yes
A-5	DIST_RESI	Character	7	Yes	No	Yes
A-6	SCH_CODE	Character	7	Yes	No	Yes
A-7	SCH_TYPE	Character	2	Yes	No	Yes
A-8	LAST_NAME	Character	15	Yes	No	Yes
A-9	FIRST_NAME	Character	15	Yes	No	Yes
A-10	STUDENT_ID	Character	16	Yes	No	Yes
A-11	SSID	Character	10	No	No	No
A-12	SSN	Character	9	Yes	No	No
A-13	BIRTHDATE	Date	8	Yes	No	Yes
A-14	GENDER	Character	1	Yes	No	Yes
A-15	ETHNICITY1	Character	3	Yes	No	Yes
A-16	ETHNICITY2	Character	3	Yes	No	Yes
A-17	ETHNICITY3	Character	3	Yes	No	Yes
A-18	ETHNICITY4	Character	3	Yes	No	Yes
A-19	EL	Character	1	Yes	No	Yes

Table & Field #	Field Name	Field Type	Length	Field is Verified	New or Revised	ISP Req'd
A-20	NATIV_LANG	Character	2	Yes	No	Yes
A-21	EARLY_INT	Character	1	Yes	No	Yes
A-22	IN_RFRDATE	Date	8	Yes	Yes	Yes
A-23	IN_RFRBY	Character	2	Yes	Yes	Yes
A-24	IN_PRNTCST	Date	8	Yes	Yes	Yes
A-25	IN_INTEVAL	Date	8	Yes	Yes	Yes
A-26	REFR_DATE	Date	8	Yes	No	Yes
A-27	REFR_BY	Character	2	Yes	No	Yes
A-28	PRNT_CSNT	Date	8	Yes	No	Yes
A-29	INIT_EVAL	Date	8	Yes	No	Yes
A-30	EVLDLAY	Character	2	YES	YES	Yes
A-31	TBDLAY	Character	2	YES	YES	Yes
A-32	PLAN_TYPE	Character	2	Yes	Yes	Yes
A-33	MIGRANT	Character	1	Yes	No	No
A-34	RESID_STAT	Character	2	Yes	No	No
A-35	ENTRY_DATE	Date	8	Yes	No	Yes
A-36	LAST_IEP	Date	8	Yes	No	Yes
A-37	LAST_EVAL	Date	8	Yes	No	Yes
A-38	DISABILIT1	Character	3	Yes	No	Yes
A-39	DISABILIT2	Character	3	Yes	No	Yes
A-40	SOLE_LOW	Character	1	Yes	No	No
A-41	INFANT_SET	Character	2	Yes	No	No
A-42	FEDSET_INF	Character	3	Yes	No	No
A-43	FEDSET_PRS	Character	3	Yes	Yes	No
A-44	FEDSET_SCH	Character	3	Yes	No	Yes
A-45	IN_REGCLS	Character	3	Yes	No	Yes
A-46	GRADE	Character	2	Yes	No	Yes
A-47	TRAN_GOAL1	Character	3	Yes	No	No
A-48	TRAN_GOAL2	Character	3	Yes	No	No
A-49	TRAN_GOAL3	Character	3	Yes	No	No
A-50	TRAN_GOAL4	Character	3	Yes	No	No
A-51	MHS_ELIGIB	Character	1	Yes	No	No
A-52	MHS_LANG	Character	1	Yes	No	No
A-53	SPEC_TRANS	Character	1	Yes	No	Yes
A-54	PARTI_CAH	Character	2	Yes	Yes	No
A-55	PARTI_MATH	Character	2	Yes	Yes	No
A-56	PARTI_SCI	Character	2	Yes	Yes	No
A-57	PARTI_ELA	Character	2	Yes	Yes	No
A-58	PARTI_HIS	Character	2	Yes	Yes	No
A-59	PARTI_WRTG	Character	2	Yes	Yes	No
A-60	GRAD_PLAN	Character	2	Yes	No	No
A-61	EXIT_DATE	Date	8	Yes	No	Yes
A-62	EXIT_RESON	Character	2	Yes	No	Yes

Table A Field Detail

Report Identification

A-1 REPT_DATE Report Date	
Definition:	This is the reporting date of the student level data. This date is an implied certification that all data on the student record are accurate as of this date.
Purpose:	To identify and document the date of the student record, and to comply with the December and End-of-Year pupil count certification. This date is used for calculating age of a student for the December and End-of-Year student data reports.
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 12/01/2009 December 1, 2009 Report 20100630 2009-10 End-of-Year Report
Comment:	This field is to identify the status of a student on a particular date, and to use it as a reference point in order to establish an historical profile of the student using several files over a period of time. If you use the CASEMIS system to copy records from a master file for any of the reports, you do not need to complete this field with data. The system will write the correct reporting date in this field as it copies qualifying records into a new file.
Verified:	This field is verified for the correct reporting date according to the reporting requirements (see examples above). If this field has a different date or is blank, the verification will result in an error message.

LEA Identification

A-2 SELPA_CODE SELPA or state-operated program (SOP) reporting data	
Definition:	This is the four-digit code to identify the SELPA or SOP that is responsible for providing services to the student and reporting data.
Purpose:	To identify the administrative unit under which a student receives special education and related services, and through which agency the funding for special education is allocated.
Valid Format & Examples:	CCCC (4-digit character code) 1700 Lake County 7200 California Department of Corrections and Rehabilitation – Division of Juvenile Justice
Comment:	These codes uniquely identify each SELPA/SOP and the corresponding administrative unit, following the statewide CDS coding system and the special education program and funding structure. This system provides sufficient flexibility to incorporate any future changes in the SELPA structure.
Verified:	If this field is left blank or if the entry in this field is not a valid SELPA code, it will result in an error.

A-3 SELPA_FROM SELPA from which student transferred	
Definition:	This is the four-digit code of the SELPA that placed the student to the reporting SELPA (Field A-2, SELPA_CODE), which is now providing (or has provided) services and is reporting data.
Purpose:	To identify the SELPA that places a student to the reporting SELPA for services.
Valid Format & Examples:	CCCC (4-digit character code) 3020 West Orange County 7200 California Department of Corrections and Rehabilitation – Division of Juvenile Justice
Comment:	• This field is for local use only. The CDE does not use this field. • This field shall be left blank for students in the state-operated programs (SOP). If this field is left blank or if the code is the same as the SELPA_CODE, it is assumed that the student is not placed by another SELPA. This field may be left blank if the student is not placed by (or transferred from) another SELPA.
Verified	An entry in this field must be a valid SELPA code, otherwise it will result in an error.

A-4 DIST_SERV District, county office or state-operated program site providing the majority of services and/or receiving funds	
Definition:	District, county office of education or state-operated program (SOP) site providing the majority of services to the student. This is a seven-digit code, of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. See *California Public School Directory* for correct code of the district or county office.
Purpose:	To identify the district or county office or SOP site that provides or accounts for the services and receives funding.
Valid Format, Examples, & Code Location	CCDDDDD (7-digit county-district code) Use the 7-digit county-district code or state-operated program code from the *California Public School Directory*. 4369393 Campbell Union Elementary 3033068 Fairview Developmental Center For valid codes visit the *California Public School Directory* located at http://www.cde.ca.gov/ds/si/ds/.
Comment:	Every year some districts change their administrative, organizational, or geographic configuration. Also, new districts are created to accommodate an increasing population. The Publications Office of the CDE documents these changes. Make sure that the code in this field is correct. Note: County schools office shall **not** be identified as "CC00000".
Verified	An entry in this field must be a valid district code; otherwise it will result in an error.

A-5 DIST_RESI District of Residence	
Definition:	This is the CDE issued seven-digit county-district-school (CDS) code of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. This may include: • The district where the student resides • The district where the parent lives • The district where the parent resides if the student is placed out-of-home district through IEP process • The district receiving student under inter-district transfer • The district or county office authorizing a charter school unless the charter school has a seven-digit district code • The district or county office, only for wards of the court if none of the above conditions applies.
Purpose:	To identify the district where the student resides in relation to the district that provides the services.
Valid Format:	See information under Field A-4, DIST_SERV.
Comment:	See comments under Field A-4, DIST_SERV.
Verified	• An entry in this field must be a valid district code, otherwise it will result in an error. • If this field is left blank or if the entry in this field is not a valid district code, it will result in an error.

A-6 SCH_CODE Seven-digit code of the physical location of the school where the student is enrolled	
Definition:	This is the seven-digit code of the school where the student is enrolled in or receives the majority of instructional services. For most students, this will be a regular public school; but for many others, this may be a nonpublic, private, parochial or other type of school. For a county-operated program located in a public school, this will be the seven-digit school code of the public school, not the seven-digit school code for all county-operated programs.
Purpose:	To identify the school and its location, where the student is enrolled and receives the majority of instructions; to be able to identify a student at the instructional site; to be able to aggregate program data at the school level.
Valid Format, Examples, & Code Location:	SSSSSSS (7- character code) Use the seven-digit school code from *California Public School Directory* or *California Private School Directory*. Note: If school code is not available, use the first seven characters of the name of the school. 6059315 Leonardo da Vinci Magnet School 4530077 Mountain Lakes High School See the *California Public School Directory* or *California Private School Directory* for correct school code at http://www.cde.ca.gov/ds/si/ds/.

A-6 SCH_CODE Seven-digit code of the physical location of the school where the student is enrolled	
Comment:	If school code is not available, use the first seven characters of the name of the school of attendance.
Verified:	If this field is left blank, it will result in an error

A-7 SCH_TYPE Type of school or program where student receives the majority of instructional services	
Definition:	This is the type of school or program where the student receives the majority of instructional services. For most students, this is the regular public school system, but for many others, this may be a different educational setting.
Purpose:	To identify the type of school where the student is enrolled.
Valid Format & Examples:	CC (2-digit character code) 10 Public day school 30 Juvenile court school
Comment:	This field should correspond to Field A-6 (SCH_CODE).
Verified:	• If this field is left blank, it will result in an error. • If the entry in this field is not a valid code, it will result in an error.

SCH_TYPE Codes

These codes are used to indicate the type of school or program where student receives the majority of instructional services.

Code	School Types	Code	School Types
51	Adult education program	00	No school (ages 0-5 only)
22	Alternative work education center/work study program	79	Nonpublic agency
56	Charter school (operated **as** an LEA/district)	70	Nonpublic day school
55	Charter school (operated **by** an LEA/district/COE)	71	Nonpublic residential school – in California
62	Child development or child care facility	72	Nonpublic residential school – outside California
50	Community college	19	Other public school or facility (such as a store-front transition program)
31	Community school	80	Parochial school
20	Continuation school	75	Private day school (not certified by Special Education Division)
32	Correctional institution or incarcerated facility	64	Private preschool
65	Extended day care	76	Private residential school (not Certified by Special Education Division)
61	Head Start program	10	Public day school
40	Home instruction (based on IEP Team determination)	11	Public residential school
45	Hospital facility	15	Special education center or facility
24	Independent study	63	State preschool
30	Juvenile court school		

Student Demographics

A-8 LAST_NAME Student's last name	
Definition:	Student's last name or family name as recorded in the IEP.
Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law; to ensure continuity of services to students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format & Examples:	CCCCCCCCCCCCCCC 15 Characters BECKO-RELLER GARCIA
Comment:	This information should be taken from an official document (birth certificate, etc.).
Verified:	If this field is left blank, it will result in an error. If the name has any special characters (@, #, $, *, etc.), it will result in an error.

A-9 FIRST_NAME Student's first name	
Definition:	Student's first name as recorded in the IEP
Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law; to ensure continuity of services to students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format & Examples:	CCCCCCCCCCCCCCC (15 characters) JOHN MARGARITA
Comment:	This information should be taken from an official document (birth certificate, etc.).
Verified:	If this field is left blank, it will result in an error. If the name has any special characters (@, #, $, *, etc.), it will result in an error.

A-10 STUDENT_ID Student identifier	
Definition:	A unique identifier assigned by the SELPA/SOP to each student it serves and reports. This may be a number, a set of letters, or a combination of numbers and letters. Student's social security number may be used. The identifier may include trailing or preceding blanks but no special characters.
Purpose:	To identify each student record uniquely within a SELPA and to insure unduplicated count of children as required by the law.
Valid Format & Examples:	CCCCCCCCCCCCCCCC (16 characters) ABCDEFG RWS67082100G8

A-10 STUDENT_ID Student identifier	
Comment:	Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency. No two records shall have the same student identifier within a SELPA. The SELPA may choose any method to determine a unique identification system within the SELPA. Note: The SELPA/SOP **shall** use the same student identifier for a particular student in all reporting cycles and from year to year.
Verified:	• If this field is left blank, it will result in an error. • If the STUDENT_ID is the same for another record within a SELPA, it will result in an error.

A-11 SSID Statewide Student Identifier, SSID, Code	
Definition:	CDE issued unique Student Identifier issued by local districts
Purpose:	To coordinate Special Education data with General Education data statewide
Valid Format:	CCCCCCCCCC 10 characters
Comment:	• This entry must only be the CDE assigned statewide student identifier. • Although field is not verified for errors or warnings- a statistical output is provided. • Please refer to http://www.cde.ca.gov/ds/td/lo/ssidresponsibility.asp for further SSID information. Also, information regarding what LEA is responsible for obtaining the SSID is located in Chapter IV,
Verified:	Not verified at this time.

A-12 SSN Student's social security number	
Definition:	Student's social security number assigned by the Social Security Administration.
Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law; to ensure continuity of services to students when they move from one agency to another; and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format:	CCCCCCCCC (9-digit characters code)
Comment:	No two records shall have the same social security number. If the social security number is not available for a student, you may leave this field blank, but do not make up any fictitious number in this field.
Verified:	If this field has any non-numeric entry, it will result in an error. If the social security number is the same for another record, it will result in an error.

A-13 BIRTHDATE Student's date of birth	
Definition:	The actual, official or recorded date of birth of the student.
Purpose:	To calculate age of the student at any date, to comply with the requirements of the state and federal laws.

A-13 BIRTHDATE Student's date of birth	
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Comment:	Age of a student is calculated as of the reporting date (Field A-1, REPT_DATE) for the December report. For the End-of -Year report, age is calculated as of the exit date (Field A-58, EXIT_DATE) or as of REPT_DATE, if the student is still in the program.
Verified:	If this field is left blank, it will result in an error. For the December student data report, this date is verified against the reporting date (Field A-1, REPT_DATE). If the birth date is after the reporting date or if the student is over age 22, it will result in an error. For the End-of-Year Report, this date is verified against the exit date (Field A-58, EXIT_DATE). If the birth date is after the exit date or if the student is over age 23, it will result in an error.

A-14 GENDER	
Definition:	Gender identification of student
Purpose:	To determine and research educational characteristics of special education students by gender.
Valid Format & Codes:	C (1 character code) F Female M Male
Verified:	'M' or 'F', otherwise, it will result in an error.

A-15 ETHNICITY1 Student's primary ethnic identification or background	
Definition:	Ethnic background of the student receiving special education and related services. The category should identify the most appropriate ethnic background of the pupil. This information must be determined and provided by the LEA to the CDE. Refer to the student enrollment data in the site/district MIS system. If this information is not in the site/district MIS system, the LEA is responsible for providing this information.
Purpose:	To determine the educational characteristics of special education students by the various ethnic background, to comply with federal and state law and the requirements under *Larry P*. and *Diana* court rulings.
Valid Format & Examples:	CCC (3-digit character code) 201 Chinese 500 Hispanic
Comment:	If a student does not fall into one of these ethnic categories, use a category that closely represents one. Each student **must** be identified in one of the listed ethnic categories.
Verified:	The entry in this field **must** be one of the ethnic codes under this field; otherwise, it will result in an error.

ETHNICITY (1-4) Codes

These codes are used to indicate the student's ethnicity.

Code	Ethnic Categories	Code	Ethnic Categories
600	African-American	203	Korean
205	Asian Indian	206	Laotian
207	Cambodian	100	Native American
201	Chinese	299	Other Asian
400	Filipino	399	Other Pacific Islander
302	Guamanian	303	Samoan
301	Hawaiian	304	Tahitian
500	Hispanic	204	Vietnamese
208	**Hmong**	700	White
202	Japanese		

A-16 ETHNICITY2 Student's second ethnic identification or background, if any	
Definition:	Additional ethnicity or background of the student receiving special education and related services.
Purpose:	To comply with the federal requirements and or to select more than one ethnic identification as needed.
Valid Format & Examples:	CCC (3-digit character code) 201 Chinese 500 Hispanic
Comment:	• If a student does not fall into one of these ethnic categories, use a category that closely represents one. • If there are no additional ethnic categories, a blank is allowed in this field.
Verified:	The entry in this field **must** be one of the ethnic codes under Ethnicity1 field or blank, otherwise, it will result in an error.

A-17 ETHNICITY3 Student's third ethnic identification or background, if any	
Definition:	Additional ethnicity or background of the student receiving special education and related services.
Purpose:	To comply with the federal requirements and or to select more than one ethnic identification as needed.
Comment:	All remaining information is the same as Field A-16, ETHNICITY1

A-18 ETHNICITY4 Student's fourth ethnic identification or background, if any	
Definition:	Additional ethnicity or background of the student receiving special education and related services.
Purpose:	To comply with the federal requirements and or to select more than one ethnic identification as needed.
Comment:	All remaining information is the same as Field A-16, ETHNICITY1

A-19 EL English learner	
Definition:	Whether or not the student is an English learner, this definition includes non-English proficient students as well. This refers to a student whose primary or home language is not English and who does not have the clearly developed English language skills of comprehension, speaking, reading, and writing necessary to succeed in the school's regular educational program. The determination of which pupils are EL shall be made in accordance with the procedures specified in *EC* § *62002*.
Purpose:	To identify programmatic needs of the special education students with limited English background, to comply with the *Larry P*. and *Diana* court rulings.
Valid Format & Codes:	C (1 character code) Y Yes, student is an English learner (limited English proficient) N No, student is not an English Learner
Comment:	This field must have an entry.
Verified:	An entry other than a 'Y' or 'N', will result in an error.

A-20 NATIV_LANG Student's home language or birth language	
Definition:	This should be based on the parent response to the Home Language Survey (HLS). This may be the student's home language or native language. If items 1-3 on the HLS are answered with an entry other than English, enter that code in this field.
Purpose:	To identify the programmatic needs of special education students with different language background.
Valid Format & Examples:	CC (2-digit character code) 08 Japanese 18 German
Comment:	Use the two-digit language code.
Verified:	The entry in this field must be one of the language codes. Otherwise; it will result in an error.

NATIV_LANG Codes

These codes are used to indicate the student's native language.

Code	Language	Code	Language
56	Albanian	47	Lahu
11	Arabic	10	Lao
12	Armenian	07	Mandarin (Putonghua)
42	Assyrian	48	Marshallese
61	Bengali	44	Mien
13	Burmese	49	Mixteco
03	Cantonese	99	Other non-English Languages
36	Cebuano (Visayan)	40	Pashto
54	Chaldean	05	Pilipino (Tagalog)
20	Chamorro (Guamanian)	41	Polish
39	Chaozhou (Chaochaw)	06	Portuguese
15	Dutch	28	Punjabi
00	English	45	Rumanian
16	Farsi (Persian)	29	Russian

Code	Language	Code	Language
17	French	30	Samoan
18	German	31	Serbian
19	Greek	52	Serbo-Croatian
43	Gujarati	37	Sign Language
21	Hebrew	60	Somali
22	Hindi	01	Spanish
23	Hmong	46	Taiwanese
24	Hungarian	32	Thai
25	Ilocano	57	Tigrinya
26	Indonesian	53	Toishanese
27	Italian	34	Tongan
08	Japanese	33	Turkish
09	Khmer (Cambodian)	38	Ukrainian
50	Khmu	35	Urdu
04	Korean	02	Vietnamese
51	Kurdish		

Program Information

A-21 EARLY_INT To determine if the student received pre-referral early intervening services in the past two years (2006-07; 2007-08)	
Definition:	To determine if the student received pre-referral early intervening services in the proceeding two years.
Purpose:	To identify students who received early intervening services and comply with Federal Law 20 *U.S.C*. 1413(f)(4) and 1418(a)(3)
Valid Format & Codes:	C (1 character code) Y Yes, if the student received early intervening services N No, if the student did not receive early intervening services
Verified:	An entry other than a 'Y' or 'N' will result in an error.

A-22 IN_RFRDATE Date of infant referral to assess and determine eligibility for special education services, for ages birth-3	
Definition:	It is the date of the initial referral for assessment and to determine eligibility for special education services for Part C (ages birth to three).
Purpose:	To comply with the requirements of the Federal and State Laws 20 *U.S.C*. 1416(a)(3)(B), 30 *EC* 56426.9(a), 17 *CCR* 52112
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Comment:	If student exits and returns, use most recent referral date.
Verified	• Entry must be valid date or error will result. • An entry is required for students with a referral date of July 01, 2006 or later. • Data may be entered for students with a referral data prior to July 01, 2006; otherwise it may be left blank.

A-23 IN_RFRBY Person initiating infant student referral to assess and determine eligibility for special education services, for ages birth to three	
Definition:	It is the person initiating student referral for assessment and to determine eligibility for special education services for Part C (ages birth to three).
Purpose:	To comply with the requirements of the Federal Law 20 *U.S.C*. 1416(a)(3)(B). 20 *USC* 1412(a)(10)(A)(i)(V)
Valid Format & Codes:	CC (2 character code) 10 Parent 20 Teacher 30 Student Study Team/Intervention Team 40 Other school/district personnel 90 Other
Verified:	Entry must be valid code for this field or error will result.

A-24 IN_PRNTCST Date district received parent consent for initial infant evaluation for Part C, ages birth to three	
Definition:	It is the date the district/school received parent consent for initial evaluation eligibility for special education services for Part C (ages birth to three).
Purpose:	To comply with the requirements of the Federal Law 20 *U.S.C.* 1412(a)(10)(A)(i)(V), 1416(a)(3)(B)
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Verified:	Entry must be valid date or error will result.

A-25 IN_INTEVAL Date of IFSP Team meeting to review initial infant evaluation and determine eligibility for special education services for Part C (ages birth to three)	
Definition:	The date of the IFSP team meeting to review initial evaluation and determine eligibility for special education services for Part C (ages birth to three).
Purpose:	To comply with Federal Law 20 *U.S.C*. 1416(a)(3)(B) , 1412(a)(10)(A)(i)(V)
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Comment:	If student exits and returns, use most recent initial evaluation date.
Verified:	Entry must be valid date after the birth date, after the parent consent date, and before the last IEP date.

A-26 REFR_DATE Date of referral to assess and determine eligibility for Part B special education services, for ages 3-22	
Definition:	It is the date of the initial referral for assessment and to determine eligibility for special education services.

A-26 REFR_DATE Date of referral to assess and determine eligibility for Part B special education services, for ages 3-22	
Purpose:	To comply with the requirements of the Federal and State Laws 20 *U.S.C*. 1416(a)(3)(B), 30 *EC* 56426.9(a), 17 *CCR* 52112
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Comment:	If student exits and returns, use most recent referral date.
Verified:	Entry must be valid date or error will result. An entry is required for students with a referral date of July 01, 2006 or later. Data may be entered for students with a referral date prior to July 01, 2006; otherwise it may be left blank.

A-27 REFR_BY Person initiating student referral to assess and determine eligibility for Part B special education services, for ages 3-22	
Definition:	It is the person initiating student referral for assessment and to determine eligibility for special education services for Part B (ages 3-22).
Purpose:	To comply with the requirements of the Federal Law 20 *U.S.C.* 1416(a)(3)(B), 1412(a)(10)(A)(i)(V)
Valid Format & Examples:	CC (2 character code) 10 Parent 30 Student Study Team/Intervention Team
Comment:	See data field A-23 for list of valid codes.
Verified:	Entry must be valid code for this field or error will result.

A-28 PRNT_CSNT Date district received parent consent for initial evaluation for Part B special education services, for ages 3-22	
Definition:	It is the date the district/school received parent consent for the <u>most recent</u> initial evaluation eligibility for special education services for Part B (ages 3-22).
Purpose:	To comply with the requirements of the Federal Law 20 *U.S.C*. 1412(a)(10)(A)(i)(V), 1416(a)(3)(B)
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Verified:	Entry must be valid date or error will result.

A-29 INIT_EVAL Date of IEP Team meeting to review initial evaluation and determine eligibility for Part B special education services, for ages 3-22	
Definition:	The date of the IEP team meeting to review initial evaluation and determine eligibility for special education services for Part B (ages 3-22)
Purpose:	To comply with Federal Law 20 *U.S.C*. 1416(a)(3)(B), 1412(a)(10)(A)(i)(V)

A-29 INIT_EVAL Date of IEP Team meeting to review initial evaluation and determine eligibility for Part B special education services, for ages 3-22	
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Comment:	If student exits and returns, use most recent initial evaluation date.
Verified:	Entry must be valid date after birth date, after the parent consent date, and before the last IEP date.

A-30 EVLDLAY Reason for initial evaluation is beyond 60-day time-line	
Definition:	**This is the reason the initial evaluation should be considered timely.**
Purpose:	To comply with the requirements under IDEA (34 *CFR* 300.341 (c)(1)).
Valid Format & Codes:	CC (2-dogit character code) Reason for delay: 10 Parent did not make child available 20 Official school break of more than five days 30 Transfer 90 Other (SELPA must list reason in district summary report to CDE)
Comment:	This field must be completed for each student whose initial evaluation date exceeds 60 days from the date the parent provided consent to evaluate **and should be considered timely**. This field may be left blank for students whose initial evaluation was completed within 60 days or whose initial evaluation was untimely.
Verified:	An entry in this field must be one of the codes listed for this field; other wise an error will result.

A-31 TBDLAY Reason for IEP in place after child's third birthday	
Definition:	This is the reason the initial evaluation is beyond child's third birthday.
Purpose:	To comply with the requirements under IDEA (*34 CFR* 300.124 (b)).
Valid Format & Codes:	CC (2-dogit character code) Reason for delay: 10 Parent refused to consent 20 Parent did not make child available 30 Official school break of more than five days 90 Other (SELPA must list reason in district summary report to CDE)
Comment:	This field must be completed for each student who turns three during the reporting year (July 1 through June 30) and whose IEP occurs after their third birthday. This field may be left blank for students whose initial IEP was completed by their third birthday or whose IEP was untimely.
Verified:	The entry in this field must be one of the codes listed for this field; other wise an error will result.

A-32 PLAN_TYPE Type of education plan for special education services	
Definition:	The type of plan by which the student is receiving special education services, individualized Education Plan (IEP), Individual Family Service Plan

A-32 PLAN_TYPE Type of education plan for special education services	
	(IFSP), or an Individual Service Plan (ISP), or other code as appropriate.
Purpose:	To identify students with disabilities who receive special education services under various plans.
Valid Format & Examples:	CC (2-digit character code) 10 Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) 20 Individual Service Plan (ISP), grade K and higher 70 Eligible - no IEP, IFSP, or ISP - Parentally placed in private school (student does not need services to be provided using proportionate share or parent declines offer of services to be provided proportionate share) 80 Eligible - no IEP, IFSP, or ISP - other reasons 90 Not eligible for special education or related services
Verified:	Entry must be valid code for education plan or error will result.

A-33 MIGRANT Eligible for or is participating in the Migrant Program, PL 97-35	
Definition:	Whether or not the student is eligible for participation or is participating in the migrant program. A student is eligible for migrant programs (*Public Law* 97-35) if the student is required to attend more than one district because the student's parents(s) move across the district or state lines to secure a livelihood in agriculture, fishing or any other occupation.
Purpose:	To identify the number of migrant program students who require special education services, and seek additional funding and services for them.
Valid Format & Codes:	C (1 character code) Y Yes, if eligible for, or is participating in the Migrant Program N No, if not eligible
Comment:	This field must have an entry.
Verified:	An entry other than a 'Y' or 'N' will result in an error.

A-34 RESID_STAT Student's residential status	
Definition:	This is the student's living or home status. The student must be identified using one of the residential status categories.
Purpose:	To identify students with different residential background; to identify students in licensed children's institutions (LCIs) and foster family homes (FFH) for funding purposes; and to identify students with other residential situations which have funding implications.
Valid Format & Codes:	CC (2-digit character code) 10 Parent or legal guardian 20 Licensed Children's Institution (LCI) 30 Foster Family Home (FFH) 40 Hospital 50 Residential Facility 60 Incarcerated Institution 71 State Hospital 72 Developmental Center 90 Other

A-34 RESID_STAT Student's residential status	
Comment:	• Make sure that the student is correctly identified under appropriate residential category. An incorrect code could result in loss of or reduced funding. • Use CODE 90 for adult/ emancipated student living on own.
Verified:	• The entry in this field **must** be one of the residential status codes, otherwise it will result in an error. • Code '71' (State hospital) and code '72' (Developmental center) are for students reported by the California Department of Developmental Services.

A-35 ENTRY_DATE Date student first entered special education	
Definition:	Based on information available from school records or parent statement, it is the date when the student first entered special education. It is also defined as the date when the student **first** received special education services, including infant services provided through an IFSP if applicable. If the student had entered the program, left, and then came back several times, use the date of the **first entry** to special education in this field.
Purpose:	To learn how long a student stays in special education programs, to research and explore if the length of stay in special education is associated with other demographic and program variables.
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Comment:	If this date is not known or not available, please use the best approximate date. **IMPORTANT!** Once this date is identified, it **must** be treated as a constant (such as birth date). Even if the student moves from one SELPA or district to another, or moves between special and regular education programs, the date **must** remain the same.
Verified:	• If this field is left blank, it will result in an error. • If the ENTRY_DATE is a future date, the record will not be extracted. • If the entry date is before BIRTHDATE (Field A-13 BIRTHDATE) or after the report date (Field A-1 REPT_DATE), it will result in error.

A-36 LAST_IEP Date of student's last complete IEP meeting	
Definition:	It is the date when the last IEP, IFSP, or ISP, (if the student is placed in a private school by a parent) meeting was held for the student. It can be the student's latest annual or triennial review of the IEP. All data on a student record shall be obtained from the IEP/IFSP/ISP document resulting from this meeting. In absence of an IEP date, this date may also be the last placement date.
Purpose:	To determine the length of time the student has been in the current program, to research and analyze historical profiles of students with common characteristics using past years' data.

A-36 LAST_IEP Date of student's last complete IEP meeting	
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Comment:	The entry in this field **must** be a past date.
Verified:	• If this field is left blank, it will result in an error. • If the last IEP date is before birth date (Field A-13, BIRTHDATE), it will result in an error. • For the End-of-Year report, if the LAST_IEP (Field A-34) date is after the REPT_DATE (Field A-1) date; it will result in an error. • For the End-of-Year report, if the LAST_IEP date is after EXIT_DATE (Field A-58) and if EXIT_RESON (Field A-59) code is '71' ' 72' '73' '77' or '81' it will result in an error. • If the entry in this field is more than one year before the REPT_DATE (Field A-1), it will result in a warning.

A-37 LAST_EVAL Date of the latest determination of initial or continued eligibility for special education	
Definition:	For determination of continued eligibility in special education, the date in this shall be the date of such determination of continued eligibility, which in most cases will be an IEP team meeting date. This determination, also known as a triennial review, shall be made at least once every three years and more frequently if warranted or if requested by the student's parents or teacher. Notwithstanding certain procedural requirements, the members of the IEP tea may determine continued eligibility without a meeting. In such cases, the date this field shall be the date when the members of the IEP team reached agree on continued eligibility. The members of the IEP team are not required to hold meeting to determine continued eligibility if <u>all</u> of the following are true: • The members of the IEP team have previously agreed that determination continued eligibility is to be based upon a summary of existing data, • No new assessment has been conducted, • The determination of continued eligibility is not expected to result in any changes to the student's existing IEP, and • The student's parents have not requested an IEP team meeting for the purpose of determining continued eligibility.
Purpose:	To monitor three-year re-evaluation of students with disabilities as per the federal requirements under IDEA.
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Comment:	The entry in this field **must** be a past date.

A-37 LAST_EVAL Date of the latest determination of initial or continued eligibility for special education	
Verified:	If the field is left blank, it will result in an error. If the date of last evaluation is before birth date (Field A-13, BIRTHDATE), it will result in an error. For the End-of-Year report, if the last evaluation date is after the reporting date (REPT_DATE, Field A-1), it will result in an error. If the entry in this field is more than three years prior to the REPT_DATE, (Field A-1) it will result in a warning.
Verified:	The entry in this field must be according to the codes under this field, otherwise it will result in an error.

A-38 DISABILIT1 Primary disability category of student, if any	
Definition:	It is the main disability of the student contributing to his/her eligibility for special education and related services. If a student has more than one type of disability, the student shall be reported under Multiple Disabilities (see comment below for exception).
Purpose:	To identify and report special education students under appropriate disability category according to the federal and state laws; to comply with the federal laws and to receive federal funds; to collect data according to the state laws and to appropriate state funds for the local agencies; and to implement court orders on *Diana* and *Larry P.*
Valid Format & Examples:	CCC (3-digit character code) 210 Mental Retardation (MR) 260 Emotional Disturbance (ED)
Comment:	For students with multiple disabilities (MD), and one or more of the disabilities is one of the low-incidence disabilities (Hard of hearing, Deaf, Deaf-Blind, Orthopedic Impairment, or Visual Impairment), SELPAs should indicate MD in DISABILT1 and the most prominent low-incidence disability in DISABILT2.
Verified:	The entry in this field must be according to the codes under this field, otherwise it will result in an error.

DISABILIT1

These are the codes used indicate the student's disability.

Code	Disability Categories	Code	Disability Categories
210	Mental Retardation (MR)	280	Other Health Impairment (OHI)
220	Hard of Hearing (HH)	281	Established Medical Disability (EMD) (3 and 4 year olds only)
230	Deafness (DEAF)	290	Specific Learning Disability (SLD)
240	Speech or Language Impairment (SLI)	300	Deaf-Blindness (DB)
250	Visual Impairment (VI)	310	Multiple Disability (MD)
260	Emotional Disturbance (ED)	320	Autism (AUT)
270	Orthopedic Impairment (OI)	330	Traumatic Brain Injury (TBI)

A-39 DISABILIT2 A second disability category of student, if any	
Definition:	An additional disability of the student (if any) contributing to his/her eligibility for special education and related services. If a student has more than one type of disability, the student shall be reported under Multiple Disabilities in Field A-36 DISABILIT1(see comment below for exception).
Purpose:	To identify and report special education students under appropriate disability category according to the federal and state laws; to comply with the federal laws and to receive federal funds; to collect data according to the state laws and to appropriate state funds for the local agencies; and to implement court orders on *Diana* and *Larry P.*
Valid Format & Examples:	CCC (3-digit character code) 200 None 260 Emotional Disturbance (ED)
Comment:	Please use codes listed under data field A-38 for entry in this field.
Verified:	The entry in this field must be according to the codes under this field, otherwise it will result in an error.

A-40 SOLE_LOW Solely low incidence disability, for ages infants 0-2 only	
Definition:	Identification of an infant (ages 0-2) who has a solely low-incidence disability (HH, DEAF, VI, OI, and DB) and is not eligible for regional center services.
Purpose:	To comply with the requirements of Part C under IDEA and *GC* 14 § 95008.
Valid Format & Codes:	C (1 character code) Y The infant has a solely low-incidence disability. N The infant does not have solely low-incidence disability.
Comment:	This field may have an entry ***ONLY*** if the field DISABILIT1, (Field A-38) has one of the five low-incidence disability codes (220, 230, 250, 270 or 300), otherwise the field ***MUST*** be left blank.
Verified:	• If the entry in this field is not one of the codes under this field, it will result in an error. • If the entry in this field is 'Y' or 'N' and if the entry in the Field-38, DISABILIT1, is not one of the low-incidence disability codes (220, 230, 250, 270 or 300), it will result in an error.

A-41 INFANT_SET Program setting for infant service, for infants ages 0-2 only	
Definition:	It is the program setting in which the infant, age group 0-2 only, is receiving or has received special education and related services according to the infant's IFSP.
Purpose:	To comply with the state and federal laws in operating programs under the IDEA; to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of infants over time.
Valid Format, & Codes:	CC (2-digit character code) 21 Designated Instruction and Services (DIS) 22 Resource Specialist Program (RSP) 23 Special Day Class (SDC)
Comment:	The entry in this field is for ages 0-2 only. It may be left blank if the student is older than 3 years as of the reporting date.

A-41 INFANT_SET Program setting for infant service, for infants ages 0-2 only	
Verified:	The entry in this field must be one of the valid codes, or an error will result.

A-42 FEDSET_INF Federal Program setting for infant services, for ages 0-2 only	
Definition:	It is the program setting in which the student, age group 0-2 only, is receiving or has received special education and related services according to the student's ISP.
Purpose:	To comply with federal law in operating programs under the Individuals with Disabilities Education Act (IDEA); to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of infants over time.
Valid Format & Codes:	CCC (3-digit character code) 100 Home 200 Community based setting 900 Other setting
Comment:	• The entry in this field is for ages 0-2 only. It may be left blank if the student is older than three years as of the reporting date. • For students who are three years of age or older, the field may contain the latest infant setting program data when the student was still in the infant program or just before the student turned three.
Verified:	An entry in this field must be one of the valid codes under this field for students of age 0-2; otherwise it will result in an error.

A-43 FEDSET_PRS Federal Program setting for preschool services, ages 3-5 only	
Definition:	It is the program setting in which the student, age group 3-5 only, is receiving or has received special education and related services according to the student's IEP. This may include children five years of age and in kindergarten programs.
Purpose:	To comply with federal law in operating programs under the Individuals with Disabilities Education Act (IDEA 2004); to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of preschoolers over a period of time. *20 U.S.C.* 1418(a)(1)(A)(ii), 1418(a)(1)(A)(iii), and 1418(a)(3)

A-43 FEDSET_PRS Federal Program setting for preschool services, ages 3-5 only	
Valid Format & Codes:	CCC (3-digit character code) 400 Regular early childhood program or kindergarten - **more than ten hours per week – majority of special education services provided in the regular early childhood program or kindergarten** **405 Regular early childhood program or kindergarten - more than ten hours per week – majority of special education services provided in some other location than the regular early childhood program or kindergarten** 410 Regular early childhood program or kindergarten - **less than ten hours per week - majority of special education services provided in the regular early childhood program or kindergarten** **415 Regular early childhood program or kindergarten - less than ten hours per week - majority of special education services provided in some other location than the regular early childhood program or kindergarten** 440 Separate class 450 Separate school 460 Residential facility 470 Home 475 Service provider location
Comment:	It may be left blank if the student is older than five years as of the reporting date. For students who are six years of age or older, the field may contain the latest preschool program setting data when the student was still in the preschool program or just before the student turned six.
Verified:	An entry in this field must be one of the valid codes under this field for students of age 3-5, otherwise it will result in an error.

A-44 FEDSET_SCH Federal Program setting for school age children, ages 6-22 only	
Definition:	It is the program setting in which the student, age group 6-22 only, is receiving or has received special education and related services according to the student's IEP.
Purpose:	To comply with federal law in operating programs under the IDEA 2004, *U.S.C.*; to comply with the reporting requirements and to obtain funds; and to identify and research in the change of placement status of students over time. 20 *U.S.C.* 1418(a)(1)(A)(ii), 1418(a)(1)(A)(iii), 1418(a)(3)
Valid Format & Examples:	CCC (3-digit character code) 400 Regular classroom/Public day school 450 Separate School 460 Residential facility 470 Homebound/Hospital 480 Correctional facility 490 Parentally placed in private school
Comment:	It may be left blank if the student is younger than six years as of the reporting date.
Verified:	An entry in this field must be one of the valid codes under this field for students of ages 6-21; otherwise it will result in an error.

A-45 IN_RE*G*CLS Percentage of time the student is inside general education during the school day, for ages 3-22	
Definition:	It is the amount of instructional time (expressed in percentage) a student spends inside the general education classroom or general education environment. To calculate the percentage of time inside the general education classroom or environment, divide the number of hours the student spends inside the regular classroom (th) by the total number of hours in the school day (sd). Multiply the result by 100. IN_RE*G*CLS= th/sd x 100. <u>For Preschool students</u> (ages 3-5) use the following: The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the total number of hours the spends in early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100. Non-classroom activities, such as cooperative work experiences, are counted as regular classroom if non-disabled students also participate.
Purpose:	To determine the extent the student is participating in the regular education environment; to determine if the programs are effective in promoting integration; to observe over a period of time if the student is moving toward a less restrictive environment; and to comply with the federal reporting requirements. 20 *U.S.C*. 1418(a)(1)(A)(ii), 1418(a)(1)(A)(iii), and 1418(a)(3)

A-45 IN_RE*G*CLS Percentage of time the student is inside general education during the school day for ages 3-22	
Valid Format & Examples:	CCC (3-digit character) 000 045
Comment:	Do not use the amount of time in transportation as general education time to calculate the percentage.
Verified:	The entry in this field must be 000-100. Any other value will result in an error.

A-46 GRADE Student's grade level	
Definition:	Student's grade level placement or equivalency. The student must be identified using one of the grades listed under this field.
Purpose:	To determine the student's grade level; to identify preschool and kindergarten children for funding purposes; to research and examine the relationship between age and grade using various program criteria.
Valid Format & Examples:	CC (2-digit character code) 04 Fourth Grade 18 Kindergarten
Comment:	If the grade of a student is not one of the categories listed under this field, use the one that most closely reflect the actual grade, or use the category, Ungraded.

A-46 GRADE Student's grade level	
Verified:	The entry in this field **must** be one of the codes under *GRADE*, otherwise, it will result in an error. If the age of a student in a particular grade is less than two years of normal age for that grade, it will result in an error. If the age of a student in a particular grade is more than four years of normal age for that grade, it will result in an error.

GRADE

These codes are used indicate the student's grade level.

Code	Grade Level	Code	Grade Level	Code	Grade Level
01	First	07	Seventh	13	12+ grade
02	Second	08	Eighth	15	Ungraded
03	Third	09	Ninth	16	Infant
04	Fourth	10	Tenth	17	Preschool
05	Fifth	11	Eleventh	18	Kindergarten
06	Sixth	12	Twelfth		

A-47 TRAN_GOAL1 A post-secondary transition service goal in which the student is participating or has participated during the school year	
Definition:	For students 15 years and older (younger if appropriate), a post-secondary transition service goal in which the student is participating or has participated during the school year.
Purpose:	To comply with the requirements under 20 *U.S.C*. 1414 (d) (1) (A) (i)(VIII) (aa), 1416 (a)(3)(B)
Valid Format & Codes:	CCC (3-digit character code) 100 None 200 Training 300 Education 400 Employment 500 Independent living skills
Verified:	An entry other than the listed codes, will result in an error

A-48 TRAN_GOAL2 A second post-secondary transition service goal (if any) in which the student is participating or has participated during the school year	
Definition:	For students 15 years and older (younger if appropriate), a secondary transition service goal in which the student is participating or has participated during the school year.
Purpose:	To comply with the requirements under 20 *U.S.C.* 1414 (d) (1) (A) (i)(VIII) (aa), 1416 (a)(3)(B)
Valid Format & Codes:	CCC (3-byte character code) 100 None 200 Training 300 Education 400 Employment 500 Independent living skills 900 Other
Verified:	An entry other than the listed codes, will result in an error

A-49 TRAN_GOAL3 A third post-secondary transition service goal (if any) in which the student is participating or has participated during the school year	
Definition:	For students 15 years and older (younger if appropriate), a post-secondary transition service goal in which the student is participating or has participated during the school year.
Purpose:	To comply with the requirements under 20 *U.S.C.* 1414 (d) (1) (A) (i)(VIII) (aa), 1416 (a)(3)(B)
Comment:	All remaining information is the same as Field A-46, TRAN_GOAL2

A-50 TRAN_GOAL4 A fourth post-secondary transition service goal (if any) in which the student is participating or has participated during the school year	
Definition:	For students 15 years and older (younger if appropriate), a post-secondary transition service goal in which the student is participating or has participated during the school year.
Purpose:	To comply with the requirements under 20 *U.S.C*. 1414 (d) (1) (A) (i)(VIII) (aa), 1416 (a)(3)(B)
Comment:	All remaining information is the same as Field A-46, TRAN_GOAL2

A-51 MHS_ELIGIB Student is currently eligible for mental health services (MHS) under *GC* 26.5	
Definition:	If student records, including the IEP, verify eligibility for mental health services under *GC* 26.5 as established by the county mental health (CMH).
Purpose:	To comply with *GC* 26.5 Federal Regulations
Valid Format & Codes:	C (1 character code) Y Yes, if currently eligible for MHS N No, if not currently eligible MHS
Verified:	An entry other than a 'Y' or 'N', will result in an error

A-52 MHS_LANG If mental health language is included in the IEP under *GC* 26.5	
Definition:	If county mental health services are documented on the IEP. If CMH services under *GC* 26.5 or AB 3632 are included in the IEP
Purpose:	To comply with *GC* 26.5 Federal Regulations
Valid Format & Codes:	C (1 character code) Y Yes, if CMH services language is included in the IEP N No, if CMH services language is not included in the IEP
Verified:	An entry other than a 'Y' or 'N' will result in an error.

A-53 SPEC_TRANS Special transportation needed by student according to the IEP	
Definition:	If the student requires special transportation arrangements to participate in special education services
Purpose:	To identify and research the nature of special education or related service the students are receiving
Valid Format & Codes:	C (1-digit character code) Y Yes, if special transportation is required N No, if special transportation is not required
Verified:	An entry other than a 'Y' or 'N' will result in an error.

A-54 PARTI_CAH Student level of participation in the California High School Exit Exam (CAHSEE) as indicated in the IEP	
Definition:	Student's status of participation in the CAHSEE as appropriate. This refers to the test designed by the State Board of Education pursuant to *EC* 60850. This includes students who are in grades 10-12 for CAHSEE, *or* ages 15 and older and grade code is "ungraded" for CAHSEE.
Purpose:	To comply with the requirements under IDEA.
Valid Format & Codes:	CC (2-digit character code) To participate in the CAHSEE: 10 **Without** testing accommodations 11 **With** testing accommodations 12 **With** testing modifications 30 To participate in California Alternate Performance Assessment (CAPA) 80 Not to participate at in CAHSEE due to passing both sub tests 90 Not to participate at all in any statewide assessment program (for students outside the testing group or PLAN_TYPE, A-30 is '20' (ISP)
Comment:	Students with severe or profound disabilities, who cannot participate in CAHSEE even with accommodations and who participate in the CAPA for other statewide tests should be coded 30 in this field. If the student is outside the age or grade range for CAHSEE testing and is not eligible for the CAPA should be coded 90 in this field.
Verified:	The entry in this field **must** be one of the codes on the list; otherwise, it will result in an error.

A-55 PARTI_MATH Student level of participation in Mathematics in the statewide assessments program, STAR (California Standards Test, California Modified Assessment Test, California Alternate Performance Assessment) as identified in the IEP	
Definition:	Student's status of participation in the STAR during the school year. This refers to the test designed by the State Board of Education pursuant to EC 60640(b). This includes students who are: 1. in grades 2-11 for STAR, 2. in grades 3-7 for California Modified Achievement Test (CMA), or 3. ages 7-16 and grade code is "ungraded" or age 15 and older
Purpose:	To comply with the requirements under IDEA.
Valid Format & Codes	CC (2-digit character code) To participate in Statewide tests of Mathematics: 10 CST **Without** testing accommodations 11 CST **With** testing accommodations 12 CST **With** testing modifications 20 CMA **Without** testing accommodations 21 CMA **With** testing accommodations 30 To participate in California Alternate Performance Assessment (CAPA) 90 Not to participate at all in any statewide assessment program (for students outside the testing group or PLAN_TYPE, A-30 is '20' (ISP)
Comments:	• **Students in grades 2-11 May take CST Math as determined by the IEP team.** • **Students in grades 3-7 may take CMA Math as determined by**

A-55 PARTI_MATH Student level of participation in Mathematics in the statewide assessments program, STAR (California Standards Test, California Modified Assessment Test, California Alternate Performance Assessment) as identified in the IEP	
	the IEP team. • **Students determined by the IEP team to take CAPA should be marked with code 30 on all PARTICIP fields (A54 through A-59).**
Verified:	The entry in this field **must** be one of the codes on the list; otherwise, it will result in an error.

A-56 PARTI_SCI Student level of participation in Science in the statewide assessment program, STAR (California Standards Test, California Modified Assessment Test, California Alternate Performance Assessment) as identified in the IEP	
Definition:	Student's status of participation in the STAR during the school year. This refers to the test designed by the State Board of Education pursuant to EC 60640(b). This includes students who are: 1. in grades 5 and 8 for STAR, California Standard Test (CST),, 2. in grades 5 and 8 for California Modified Achievement Test (CMA) 3. in grades 5, 8, and 10 for CAPA
Purpose:	To comply with the requirements under IDEA.
Valid Format & Codes:	CC (2-digit character code) To participate in statewide tests of Science: 10 CST **Without** testing accommodations 11 CST **With** testing accommodations 12 CST **With** testing modifications 20 CMA **Without** testing accommodations 21 CMA **With** testing accommodations 30 To participate in California Alternate Performance Assessment (CAPA) 90 Not to participate at al in any statewide assessment program (for students outside the testing group or PLAN_TYPE, A-30 is '20' (ISP)
Comment:	• **Students in grades 5, 8, and 10 may take Science on either the CST as determined by the IEP team.** • **Student in grades 5 and 8 may take Science on the CMA as determined by the IEP team.** • **Students determined by the IEP team to take CAPA should be marked with code 30 on all PARTICIP fields (A54 through A-59)**.
Verified:	The entry in this field **must** be on of the codes on the list; otherwise, it will result in an error.

A-57 PARTI_ELA Students level of participation in English Language Arts in the statewide assessment program, STAR, California Modified Assessment Test, California Alternate Performance Assessment) as identified in the IEP

A-57 PARTI_ELA Students level of participation in English Language Arts in the statewide assessment program, STAR, California Modified Assessment Test, California Alternate Performance Assessment) as identified in the IEP	
Definition:	Student's status of participation in the STAR during the school year. This refers to the test designed by the State Board of Education pursuant to EC 60640(b). This includes students who are: 1. in grades 2-11 for STAR, California Standard Test (CST) , 2. in grades 3-8 for California Modified Achievement Test (CMA) 3. ages 7-16 and grade code is "ungraded" or age 15 and older
Purpose:	To comply with the requirements under IDEA.
Valid Format & Codes:	CC (2-digit character code) To participate in Statewide tests of English Language Arts: 10 CST **Without** testing accommodations 11 CST **With** testing accommodations 12 CST **With** testing modifications 20 CMA **Without** testing accommodations 21 CMA **With** testing accommodations 30 To participate in California Alternate Performance Assessment (CAPA) 90 Not to participate at all in any statewide assessment program (for students outside the testing group or PLAN_TYPE, A-30 is '20' (ISP)
Comment:	• **Students in grades 2-11 may take CST ELA as determined by the IEP team.** • **Students in grades 3-8 mat take CMA ELA as determined by the IEP team.** • **Students determined by the IEP team to take CAPA should be marked with code 30 on all PARTICIP fields (A54 through A-59).**
Verified:	The entry in this field **must** be one of the codes on the list; otherwise, it will result in an error.

A-58 PARTI_HIS Student's level of participation in history/social science in the statewide assessment program, STAR	
Definition:	Student's status of participation in the STAR during the school year. This refers to the test designed by the State Board of Education pursuant to *EC* 60640(B) This includes students who are in grade 8 for STAR, grade 11 for U.S. History, and grades 9-11 for end-of-course World History
Purpose:	To comply with the requirements under IDEA.
Valid Format & Codes:	CC (2-digit character code) To participate in Statewide tests of History: 10 CST **Without** testing accommodations 11 CST **With** testing accommodations 12 CST **With** testing modifications 30 Not to participate in this sub test due to taking CAPA 90 Not to participate at all in any statewide assessment program (for students outside the testing group or PLAN_TYPE, A-30 is '20' (ISP)

A-58 PARTI_HIS Student's level of participation in history/social science in the statewide assessment program, STAR	
Comment:	• **Students determined by the IEP team to take CAPA should be marked with code 30 on all PARTICIP fields (A54 through A-59)**. • Please note that students who take the CST with modifications will result in an invalid test, affecting participation rates in the AYP.
Verified:	The entry in this field **must** be one of the codes on the list; otherwise, it will result in an error.

A-59 PARTI_WRTG Student's level of participation in writing in the statewide assessment program, STAR California Modified Assessment Test, as identified in the IEP)	
Definition:	Student's status of participation in the STAR during the school year. This refers to the test designed by the State Board of Education pursuant to *EC* 60640(B) This includes students who are: 1. in grades 4 and 7 for STAR, California Standard Test (CST), California Achievement Test-Sixth Edition, **or** 2. in grades 4 and 7 for California Modified Achievement Test (CMA)
Purpose:	To comply with the requirements under IDEA.
Valid Format & Codes:	CC (2-digit character code) To participate in Statewide tests of Writing: 10 CST **Without** testing accommodations 11 CST **With** testing accommodations 12 CST **With** testing modifications 20 CMA **Without** testing accommodations 21 CMA **With** testing accommodations 30 Not to participate in this sub test due to taking CAPA 90 Not to participate at all in any statewide assessment program (for students outside the testing group or PLAN_TYPE, A-30 is '20' (ISP)
Comment:	• **Students determined by the IEP team to take CAPA should be marked with code 30 on all PARTICIP fields (A54 through A-59)**. • Please note that students who take the CST with modifications will result in an invalid test, affecting participation rates in the AYP.
Verified:	The entry in this field **must** be one of the codes on the list; otherwise, it will result in an error.

A-60 GRAD_PLAN Graduation plan for student as indicated in the IEP, grade eight and higher	
Definition:	Graduation plan for student as indicated in the IEP, grade eight and higher
Purpose:	To track education plan.
Valid Format & Codes:	CC (2-digit character code) 10 To participate in high school curriculum leading to a diploma. 20 To participate in high school curriculum leading to a certificate of completion or other than a diploma.
Comment:	This field must be completed for students in grade eight or higher, unless PLAN_TYPE (A-30) is code 20 (ISP). The field shall be left blank otherwise.

A-60 GRAD_PLAN Graduation plan for student as indicated in the IEP, grade eight and higher	
Verified:	There must be a graduation plan entry for students in grade eight or higher, other wise an error will result.

Exit Data

A-61 EXIT_DATE Date student exited special education program or from SELPA	
Definition:	It is the date the student left the special education program operated by the SELPA. It is also defined as the last date the student received special education services. It may also be the date when a student leaves the SELPA. It does **NOT** include graduating from eighth grade. Note: This **must** be not a projected date.
Purpose:	To identify and research how long a student stays in special education program; how long a student stays in a particular SELPA; and to comply with the federal reporting requirements.
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Comment:	• This field **must** be completed if a student is no longer receiving services or has left the SELPA. The field shall be left blank otherwise. • Note that when a student exits special education programs or the SELPA, the age of that student is calculated as of the exit date, although the exit reports are generated at the end of the school year.
Verified:	• For the December student data reports, this field **must** be blank, otherwise, it will result in an error. • If the entry in this field is before the entry date (Field A-33, ENTRY_DATE), it will result in an error.

A-62 EXIT_RESON Reason for exiting special education program from SELPA	
Definition:	It is the reason for leaving or exiting the special education program from the SELPA. It is also the reason for a student leaving the SELPA.
Purpose:	To identify and research the reasons for leaving special education programs, to comply with the federal reporting requirements.
Valid Format & Examples:	CC (2-digit character code). 70 Returned to regular education or no longer eligible for special education or successful completion of IEP/IFSP/ISP 71 Graduated from high school with diploma
Comment:	The field must be completed if Field A-58 (EXIT_DATE) is completed. Make sure the code reflects the most appropriate reason for exiting special education.

A-62 EXIT_RESON Reason for exiting special education program from SELPA	
Verified:	• This field is verified only for the End-of-Year reports. The entry in this field must be one of the codes for exit reasons, otherwise it will result in an error. • If the entry in this field is '71' or '72' or '81' and the age (calculated as of the EXIT_DATE) is less than 16, it will result in an error. • If the entry in this field is '73' and the age (calculated as of the EXIT_DATE) is less than 21, it will result in an error.

EXIT_RESON

These codes are used indicate the student's exit reason.

Code	Exit Reason
70	Returned to regular education or no longer eligible for special education or successful completion of IEP/IFSP/ISP
71	Graduated from high school with regular diploma (No wavier or exemption)
72	Graduated from high school with certificate of completion or other than diploma
73	Reached maximum age
74	Dropped out, includes attempts to contact unsuccessful or not known to be continuing
76	Moved, and known to be continuing, includes transfer to another program
77	Deceased
78	Parent withdrawal/self withdrawal if over 18
81	Received high school completion/achievement certificate through general educational development (GED) or requirements of EC 56390
83	Graduated from high school with a diploma (using a WAIVER authorized by *EC* 60851 (c))

TABLE B: STUDENT SERVICES DATA

The following matrix provides structural and reference information for Table B. Next is the Field Detail section that provides additional information concerning each field.

Figure 1- Student Services Data Table B Field Matrix

Table & Field #	Field Name	Field Type	Length	Field is Verified	New or Revised
B-1	REPT_DATE	Date	8	Yes	No
B-2	SELPA_CODE	Character	4	Yes	No
B-3	STUDENT_ID	Character	16	Yes	No
B-4	SSID	Character	10	No	No
B-5	SERVICE	Character	3	Yes	No
B-6	PROVIDER	Character	3	Yes	No
B-7	LOCATION	Character	3	Yes	No
B-8	FREQUENCY	Character	2	Yes	No
B-9	DURATION	Character	4	Yes	No

Table B Field Detail

Report Identification

B-1 REPT_DATE Report Date	
Definition:	This is the reporting date of the student level data. This date is an implied certification that all data on the student record are accurate as of this date.
Purpose:	To identify and document the date of the student record, and to comply with the December and end-of-year pupil count certification. This date is used for calculating age of a student for the December and End-of-Year student data reports.
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 12/01/2009 December 1, 2009 Report 20100630 2009-10 End-of-Year Report
Comment:	• This field is to identify the status of a student on a particular date, and to use it as a reference point in order to establish an historical profile of the student using several files over a period of time. • If you use the CASEMIS system to copy records from a master file for any of the reports, you do not need to complete this field with data. The system will write the correct reporting date in this field as it copies qualifying records into a new file.
Verified:	This field is verified for the correct reporting date according to the reporting requirements. If this field has a different date or is blank, the verification will result in an error message.

LEA Identification

B-2 SELPA_CODE SELPA or state-operated program (SOP) reporting data	
Definition:	This is the four-digit code to identify the SELPA or SOP providing services to the student and reporting data
Purpose:	To identify the administrative unit under which a student receives special education and related services, and through which agency the funding for special education is allocated.
Valid Format & Examples:	CCCC (4-digit character code) 1700 Lake County 7200 California Department of Corrections and Rehabilitation – Division of Juvenile Justice
Comment:	These codes uniquely identify each SELPA/SOP and the corresponding administrative unit, following the statewide CDS coding system and the special education program and funding structure. This system provides sufficient flexibility to incorporate any future changes in the SELPA structure.
Verified:	If this field is left blank or if the entry in this field is not a valid SELPA code, it will result in an error. Use same entry as field A-2.

B-3 STUDENT_ID Student identifier	
Definition:	A unique identification code assigned by the SELPA/SOP to each student it serves and reports. This may be a number, a set of letters, or a combination of numbers and letters. Student's social security number may be used. The identifier may include trailing or preceding blanks but no special characters.
Purpose:	To identify each student record uniquely within a SELPA and to insure unduplicated count of children as required by the law.
Valid Format & Examples:	CCCCCCCCCCCCCCCC (16 characters) ABCDEFG RWS67082100G8
Comment:	Use social security number or any combination of alphanumeric characters currently used by SELPA or the local education agency. No two records shall have the same student identifier code within a SELPA. The SELPA may choose any method to determine a unique identification system within the SELPA. Note: The SELPA/SOP **shall** use the same student identifier code for a particular student in all reporting cycles and from year to year.
Verified:	• If this field is left blank, it will result in an error. • If the STUDENT_ID is the same for another record within a SELPA, it will result in an error.

B-4 SSID Statewide Student Identifier, SSID, Code	
Definition:	CDE unique Student Identifier issued by local districts
Purpose:	To coordinate Special Education data with General Education data statewide
Format:	CCCCCCCCCC 10 characters
Comment:	This entry must only be the CDE assigned SSID student identifier. Same as A-11, SSID.
Verified:	None

Special Education/Related Services

B-5 SERVICE A special education service received by the student or infant	
Definition:	The SERVICE or related service received by the student, regardless of which agency pays for the service. This may be a service provided by the SELPA as well as by any other agency such as, Mental Health.
Purpose:	To identify and research the nature of special education or related service the student received
Valid Format & Examples:	CCC (3-digit character code) 610 Specialized services for low incidence disabilities 890 Other transition service
Comment:	If a service received by the student is not in the list of codes, use a code that represents the service as close as possible.
Verified:	The entry in this field must be one of the service codes; otherwise, it will result in an error.

SERVICE

These codes are used indicate the student's services.

Code	Service Categories
210	Family training, counseling, and home visits (0-2 only)
220	Medical services (for evaluation only) (0-2 only)
230	Nutrition services (0-2 only)
240	Service coordination (0-2 only)
250	Special instruction (0-2 only)
260	Special education aide in regular development class child care center or family child care home (0-2 only)
270	Respite care services(ages 0-2 only)
330	Specialized Academic Instruction
340	Intensive Individual Services
350	Individual and small group instruction (30 *EC* 56441.2, 5 *CCR* 3051) (ages 3-5 only)
415	Language and speech
425	Adapted physical education
435	Health and nursing - specialized physical health care services
436	Health and nursing - other services
445	Assistive technology services
450	Occupational therapy
460	Physical therapy
510	Individual counseling
515	Counseling and guidance
520	Parent counseling
525	Social work services
530	Psychological services
535	Behavior intervention services
540	Day treatment services
545	Residential treatment services
610	Specialized services for low incidence disabilities
710	Specialized deaf and hard of hearing services
715	Interpreter services
720	Audiological services
725	Specialized vision services
730	Orientation and mobility
735	Braille transcription
740	Specialized orthopedic services
745	Reader services
750	Note taking services
755	Transcription services
760	Recreation services, includes therapeutic recreation (34 *CFR* 300.24)
820	College awareness/preparation
830	Vocational assessment, counseling, guidance, and career assessment
840	Career awareness
850	Work experience education (*34 CFR* 300.26)
855	Job coaching (includes job shadow and service learning)
860	Mentoring
865	Agency linkages (referral and placement)

Code	Service Categories
870	Travel training (includes mobility training)
890	Other Transition Service
900	Other special education/related service (must be in Local Plan)

B-6 PROVIDER The service provider of Field B-5, SERVICE	
Definition:	The provider of the infant, (ages 0-2) and mental health services in Field B-5, SERVICE, if any.
Purpose:	To comply with State and Federal IDEA reporting requirements
Valid Format & Examples:	CCC (3-digit character code) 110 County office of education 200 WorkAability
Verified:	The entry in this field must be one of the PROVIDER codes; otherwise, it will result in an error.

PROVIDER

These codes are used indicate the student's services' provider.

Code	Service Provider
100	District of service
110	County office of education
120	SELPA
130	Another district, county, or SELPA
200	WorkAbility
210	Transition Partnership Program (TPP)
220	Regional Center
230	Alcohol and drug prevention programs
240	Child development funded program
250	Head Start
300	Department of Mental Health (DMH)
310	California Children's Services (CCS)
320	Department of Social Services (DSS)
330	Department of Rehabilitation (DOR)
340	Employment Development Department (EDD)
400	Nonpublic agency (NPA) under contract with SELPA or district
410	Nonpublic school (NPS) under contract with SELPA or district
500	Other public program
600	Other private program

B-7 LOCATION Location where the student receives the SERVICE in Field B-5 (All Services)	
Definition:	The physical location where the service in B-5 is delivered.
Purpose:	To assist completing local plan requirements
Valid Format & Examples:	CCC (3-digit character code) 220 Hospital 640 Community school
Verified:	The entry in this field must be one of the LOCATION codes or blank; otherwise, it will result in an error.

LOCATION

These codes are used indicate the student's services' location.

Code	Service Location
210	Home
220	Hospital
310	Head Start program
320	Child development or child care facility
330	Public preschool
340	Private preschool
350	Extended day care
360	Residential facility
510	Regular classroom/public day school
520	Separate classroom in public integrated facility
530	State Special School
540	Separate school or Special Education Center or facility
550	Public residential school
560	Other public school or facility
570	Charter school (operated by an LEA/district)
580	Charter school (operated as an LEA/district)
610	Continuation school
620	Alternative work education center/work study facility
630	Juvenile court school
640	Community school
650	Correctional institution or facility
710	Community college
720	Adult education facility
810	Nonpublic day school
820	Nonpublic residential school – in California
830	Nonpublic residential school – outside California
840	Private day school (not certified by Special Education Division)
850	Private residential school (not Certified by Special Education Division)
860	Parochial school
890	Service provider location
900	Any other location or setting

B-8 FREQUENCY Occurrence of infant and/or mental health service in Field B-5 is delivered	
Definition:	It is the frequency of receiving the early intervention service or mental health service.
Purpose:	To comply with the requirements of IDEA 2004 and AB 3632
Valid Format & Codes:	CC (2-digit character code) 10 Daily (one or more times a day) 20 Weekly (one or more times a week) 30 Monthly (one or more times a month) 40 Yearly (one or more times a year) 90 Any other frequency or as needed
Verified:	The entry in this field must be one of the codes for non-infants or students receiving mental health services, otherwise, it will result in an error.

B-9 DURATION Number of minutes per session (day/week/month/year, as per Field B-8 FREQUENCY, for infants and mental health services only	
Definition:	The amount of time the infant or student receiving mental health services spent in each session, expressed in minutes.
Purpose:	To comply with the requirements under IDEA and *AB* 3632.
Valid Format & Examples:	CCCC (4-digit character code). 0030 0480
Verified:	• If this field is left blank, it will result in an error. • If the value of the entry in this field is less than 10, it will result in an Error.

TABLE C: DISCIPLINE (SUSPENSION/EXPULSION) DATA TABLE (END-OF-YEAR)

The following matrix provides structural and reference information concerning Table C. Next is the 'Field Detail' section that provides additional information concerning each field.

Figure 1- Discipline (Suspension/Expulsion) Data Table C Field Matrix

Table & Field #	Field Name	Field Type	Length	Is Field Verified?	New or Revised
C-1	REPT_DATE	Date	8	Yes	No
C-2	SELPA_CODE	Character	4	Yes	No
C-3	STUDENT_ID	Character	16	No	No
C-4	SSID	Character	10	No	No
C-5	DSPL_DATE	Date	8	Yes	No
C-6	DSPL_TYPE	Character	2	Yes	No
C-7	DSPL_BY	Character	2	Yes	No
C-8	DSPL_DAYS	Character	3	Yes	No
C-9	REASON1	Character	2	Yes	No
C-10	REASON2	Character	2	Yes	No
C-11	REASON3	Character	2	Yes	No
C-12	DSPL_STAT	Character	2	Yes	No

Table C Field Detail

Report Identification

C-1 REPT_DATE Report Date	
Definition:	This is the reporting date of the student level data. This date is an implied certification that all data on the student record are accurate as of this date.
Purpose:	To identify and document the date of the student record, and to comply with the December and End-of-Year pupil count certification. This date is used for calculating age of a student for the December and End-of-Year student data reports.

C-1 REPT_DATE Report Date	
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 12/01/2009 December 1, 2009 Report 20090630 2008-09 End-of-Year Report
Comment:	• This field is to identify the status of a student on a particular date, and to use it as a reference point in order to establish an historical profile of the student using several files over a period of time. • If you use the CASEMIS system to copy records from a master file for any of the reports, you do not need to complete this field with data. • The system will write the correct reporting date in this field as it copies qualifying records into a new file.
Verified:	This field is verified for the correct reporting date according to the reporting requirements (see examples above). If this field has a different date or is blank, the verification will result in an error message.

LEA Identification

C-2 SELPA_CODE SELPA or state-operated program (SOP) reporting data	
Definition:	This is the four-digit code to identify the SELPA or SOP providing services to the student and reporting data.
Purpose:	To identify the administrative unit under which a student receives special education and related services, and through which agency the funding for special education is allocated.
Valid Format & Examples:	CCCC (4-digit character code) 1700 Lake County 7200 California Department of Corrections and Rehabilitation – Division of Juvenile Justice
Comment:	These codes uniquely identify each SELPA/SOP and the corresponding administrative unit, following the statewide CDS coding system and the special education program and funding structure. This system provides sufficient flexibility to incorporate any future changes in the SELPA structure.
Verified:	If this field is left blank or if the entry in this field is not a valid SELPA code it will result in an error. Use entry same as field A-2.

C-3 STUDENT_ID Student identifier	
Definition:	A unique identification assigned by the SELPA/SOP to each student it serves and reports. This may be a number, a set of letters, or a combination of numbers and letters. Student's social security number may be used. The identification code may include trailing or preceding blanks but no special characters.
Purpose:	To identify each student record uniquely within a SELPA and to insure unduplicated count of children as required by the law.
Valid Format & Examples:	CCCCCCCCCCCCCCCC (16 characters) ABCDEFG RWS67082100G8
Comment:	Use social security number or any combination of alphanumeric characters

C-3 STUDENT_ID Student identifier	
	currently used by SELPA or the local education agency. No two records shall have the same student identification code within a SELPA. The SELPA may choose any method to determine a unique identification system within the SELPA. Note: The SELPA/SOP **shall** use the same student identification code for a particular student in all reporting cycles and from year to year.
Verified:	If this field is left blank, it will result in an error. If the STUDENT_ID is the same for another record within a SELPA, it will result in an error.

C-4 SSID Statewide Student Identifier, SSID, Code	
Definition:	CDE unique Student Identifier issued by local districts participating in the California School Information Service system.
Purpose:	To coordinate Special Education data with General Education data statewide
Format:	CCCCCCCCCC (10 characters)
Comment:	This entry must only be the unique student identifier assigned in accordance with CSIS established standards, SSID student number. Refer to field A-11.

Discipline Data

C-5 DSPL_DATE Date of the disciplinary action	
Definition:	It is the date when the student was suspended or expelled.
Purpose:	To comply with the reporting requirements under IDEA.
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/2009 (DBF format) 20081227 (ASCII format)
Verified:	The field will be verified for a valid date; otherwise, it will result in an error.

C-6 DSPL_TYPE Type of the disciplinary action	
Definition:	To determine whether the disciplinary action is a suspension or expulsion.
Purpose:	To comply with the reporting requirements under IDEA.
Valid Format & Codes:	CC (2-digit character code) 10 In-school suspension (In-school suspension is determined and established by local districts as a supervised in-school suspension classroom for students who are suspended and do not pose an imminent danger or threat or have not been recommended for expulsion.) 20 Out-of-school suspension 30 Expulsion; if expelled or transferred to another program
Verified:	The field will be verified for a valid code on the list; otherwise, it will result in an error.

C-7 DSPL_BY The authority that made the decision on disciplinary action	
Definition:	The authority that made the decision on disciplinary action.
Purpose:	To comply with federal regulations.

C-7 DSPL_BY The authority that made the decision on disciplinary action	
Valid Format & Codes:	CC (2-digit character code). 10 School or district personnel 20 Court order 30 Hearing Officer - for likely injury by the student to him/herself or to others 31 Hearing Officer – for any other reasons
Verified:	The field will be verified for a valid date; otherwise, it will result in an error.

C-8 DSPL_DAYS Number of days the disciplinary action is effective	
Definition:	It is the number of days for which the student is suspended or expelled from school as a result of the disciplinary action. The value of the entry in this field must be a number from 1 to 365 days.
Purpose:	To comply with the reporting requirements under IDEA.
Valid Format & Examples:	CCC (3-digit character code) 005 014
Comment:	• If the suspension is for less than a full day, enter one day. • The entry in this field must be integers and right justified; including leading zeros as needed.
Verified:	The field will be verified for a valid entry; otherwise, it will result in an error.

C-9 REASON1 Primary reason for the disciplinary action	
Definition:	It is the primary reason for which the student is suspended or expelled from school.
Purpose:	To comply with the reporting requirements under IDEA.
Valid Format & Examples:	CC (2-digit character code) 31 Willfully used force or violence on another person (*EC* 48900(a)(2)) 41 Knowingly received stolen school property or private property (*EC* 48900(l))
Comment:	If the reason for disciplinary action is not on the list, use one that is close to one on the list.
Verified:	The field will be verified for a valid entry; otherwise, it will result in an error.

REASON

These codes are used indicate the reason for the student's disciplinary action

Code	Student's Discipline Status
10	Possessing, selling or furnishing a firearm (*EC* 48915(c)(1))
11	Brandishing a knife at another person (*EC* 48915(c)(2))
12	Unlawfully selling a controlled substance (*EC* 48915(c)(3))
13	Committing or attempting to commit a sexual assault or battery (*EC* 48915(c)(4) or 48900(n))
20	Caused serious physical injury to another person (*EC* 48915(a)(1))
21	Possession of knife or any other dangerous object (*EC* 48915(a)(2))
22	Unlawful possession of any controlled substance (*EC* 48915(a)(3))
23	Robbery or extortion (*EC* 48915(a)(4) or 48900(e))
24	Assault or battery upon any school employee (*EC* 48915(a)(5))
25	Possession of an explosive (*EC* 48915(c)(5)

Code	Student's Discipline Status
30	Caused, attempted to cause, or threatened serious physical injury to another person (*EC* 48900(a)(1))
31	Willfully used force or violence on another person (*EC* 48900(a)(2))
32	Possessed, sold or furnished a firearm, knife, explosive or other dangerous object (*EC* 48900(b))
33	Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant (*EC* 48900(c))
34	Selling or delivering material represented to be a controlled substance (*EC* 48900(d))
35	Caused or attempted to cause damage to school or private property (*EC* 48900(f))
36	Stole or attempted to steal school property or private property (*EC* 48900(g))
37	Possessed or used tobacco or nicotine products (*EC* 48900(h))
38	Committed an obscene act or engaged in habitual profanity or vulgarity (*EC* 48900(i))
39	Unlawfully possessed, or unlawfully offered or arranged to sell, drug paraphernalia (*EC* 48900(j))
40	Disruption of school activities or willfully defying the valid authority of school personnel (*EC* 48900(k))
41	Knowingly received stolen school property or private property (*EC* 48900(l))
42	Possession of an imitation firearm (*EC* 48900(m))
43	Harassed, threatened, or intimidated a pupil who is a witness (*EC* 48900(o))
44	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (*EC* 48900(p))
45	Engaged in, or attempted to engage in, hazing (*EC* 48900(q))
46	Aiding or abetting the infliction or attempted infliction of physical injury on another (*EC* 48900(s))
50	Engaged in sexual harassment (*EC* 48900.2)
51	Attempted to cause, threatened to cause, or participated in an act of hate violence (*EC* 48900.3)
52	Engaged in harassment, threats, or intimidation against a pupil or group of pupils (*EC* 48900.4)
53	Made terrorist threats against school officials or school property (*EC* 48900.7)
54	**(*EC* 48900 (r)) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.**

C-10 REASON2 A second reason for the disciplinary action, if any	
Definition:	If there is a second reason for which the student is suspended or expelled from school; otherwise leave blank
Purpose:	To comply with the reporting requirements under IDEA.
Comment:	All remaining information is the same as Field C-9, REASON1

C-11 REASON3 A third reason for the disciplinary action, if any	
Definition:	If there is a third reason for which the student is suspended or expelled from school; otherwise leave blank
Purpose:	To comply with the reporting requirements under IDEA.
Comment:	All remaining information is the same as Field C-9, REASON1

C-12 DSPL_STAT Status of the student as a result of the disciplinary action

C-12 DSPL_STAT Status of the student as a result of the disciplinary action	
Definition:	Status of the student as a result of the disciplinary action.
Purpose:	To comply with the reporting requirements under IDEA.
Valid Format & Examples:	CC (2-digit character code) 20 Sent home, without instructional support 43 Placed in another district
Verified:	The entry in this field must be one of the codes on the list; otherwise it will result in an error.

DSPL_STAT

These codes are used indicate the student's status as a result of the disciplinary action.

Code	Student's Discipline Status
10	Stayed in school without special education instructional support
11	Stayed in school with special education instructional support
20	Sent home, without instructional support
21	Sent home, with instructional support
30	Continuation class/school
31	Opportunity class/school
32	Community day school
33	Adult education program
34	Independent study
40	Juvenile court school
41	County court school
42	Other county program
43	Placed in another district
44	Charter school (operated by an LEA/district)
45	Charter school (operated *as* an LEA/district)
50	Graduated
51	Left district or moved
52	Dropped out or status unknown
80	Interim alternative education setting

TABLE D: POST-SECONDARY FOLLOW-UP FROM 2008-09 (END-OF-YEAR ONLY) NOT REQUIRED FOR JUNE 2009 CASEMIS DATA REPORTING CYCLE

The following matrix provides structural and reference information for Table D. Next is the 'Field Detail' section that provides additional information concerning each field.

Figure 1- Post-secondary Follow-up from **2008-09** Table D Field Matrix

Table & Field #	Field Name	Field Type	Length	Field Verified?	New or Revised
D-1	REPT_DATE	Date	8	Yes	No
D-2	SELPA_CODE	Character	4	Yes	No
D-3	DIST_SERV	Character	7	Yes	No
D-4	DIST_RESI	Character	7	Yes	No
D-5	SCH_CODE	Character	7	Yes	No
D-6	SCH_TYPE	Character	2	Yes	No
D-7	LAST_NAME	Character	15	Yes	No

Table & Field #	Field Name	Field Type	Length	Field Verified?	New or Revised
D-8	FIRST_NAME	Character	15	Yes	No
D-9	STUDENT_ID	Character	16	Yes	No
D-10	SSID	Character	10	No	No
D-11	SSN	Character	9	Yes	No
D-12	BIRTHDATE	Date	8	Yes	No
D-13	GENDER	Character	1	Yes	No
D-14	ETHNICITY1	Character	3	Yes	No
D-15	ETHNICITY2	Character	3	Yes	No
D-16	ETHNICITY3	Character	3	Yes	No
D-17	ETHNICITY4	Character	3	Yes	No
D-18	PST_SECPRG	Character	3	Yes	Yes
D-19	PST_SECEMP	Character	2	Yes	Yes

Table D Field Detail (End-of-Year Report Only)

Report Identification

D-1 REPT_DATE Report Date	
Definition:	This is the reporting date of the student level data. This date is an implied certification that all data on the student record are accurate as of this date.
Purpose:	To identify and document the date of the record, and to comply with the End-of-Year follow up certification.
Valid Format & Example:	Date field (see Field A-1, REPT_DATE) MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 06/30/2009 2008-09 End-of-Year Report
Comment:	This field is to identify the status of a former student on a particular date, and to use it as a reference point in an historical profile of the student using several files over a period of time. If you use the CASEMIS system to copy records from a master file for any of the reports, you do not need to complete this field with data. The system will write the correct reporting date in this field as it copies qualifying records into a new file.
Verified:	This field is verified for the correct reporting date according to the reporting requirements (see examples above). If this field has a different date or is blank, the verification will result in an error message.

LEA Identification

D-2 SELPA_CODE SELPA or state-operated program (SOP) reporting data	
Definition:	This is the four-digit code to identify the SELPA or SOP that provided services to the student and reporting data.
Purpose:	To identify the administrative unit under which a student received special education and related services, and through which agency the funding for special education was allocated.

D-2 SELPA_CODE SELPA or state-operated program (SOP) reporting data	
Valid Format & Examples:	CCCC (4-digit character code) 1700 Lake County 7200 California Department of Corrections and Rehabilitation – Division of Juvenile Justice
Comment:	These codes uniquely identify each SELPA/SOP and the corresponding administrative unit, following the statewide CDS coding system and the special education program and funding structure. This system provides sufficient flexibility to incorporate any future changes in the SELPA structure.
Verified:	If this field is left blank or if the entry in this field is not a valid SELPA code (see Appendix A), it will result in an error. Use entry same as field A-2.

D-3 DIST_SERV District, county office of education or state-operated program site that provided the majority of services and/or received funds	
Definition:	District, county office of education or state-operated program (SOP) site that provided the majority of services to the student. This is a seven-digit code, of which the first two digits are the code of the county in which the district is located, followed by the five-digit district/site code. See *California Public School Directory* for correct code of the district or county office.
Purpose:	To identify the district or county office of education or SOP site that provided or accounted for the services and received funds.
Valid Format, Examples, & Code Location	CCDDDDD (7-digit county-district code) Use the 7-digit county-district code or state-operated program code from the *California Public School Directory*. 4369393 Campbell Union Elementary 3033068 Fairview Developmental Center For valid codes visit the *California Public School Directory* located at http://www.cde.ca.gov/ds/si/ds/.
Comment:	Every year some districts change their administrative, organizational, or geographic configuration. Also, new districts are created to accommodate an increasing population. The Publications Office of the Department of Education documents these changes. Make sure that the code in this field is correct. Note: County schools office shall **not** be identified as "CC00000".
Verified	An entry in this field must be a valid district code, otherwise it will result in an error.

D-4 DIST_RESI District of Residence	
Definition:	This is the California Department of Education issued seven-digit county-district (CDS) code of which the first two digits are the code of the county in which the district is located, followed by the five-digit district code. This may include: • The district where the student resided • The district where the parent lived • The district where the parent resided if the student was placed out-of-home district through IEP process • The district received student under inter-district transfer • The district or county office that authorized a charter school unless the charter school has a seven-digit district code • The district or county office, only for wards of the court if none of the above conditions applied.
Purpose:	To identify the district where the student resides in relation to the district that provides the services.
Valid Format Examples and Code Location:	CCDDDDD (7-Digits county-district code) See Field Detail for A-4, DIST_SERV, and the *California Public School Directory* for the correct format and codes of the district or county office at http://www.cde.ca.gov/ds/si/ds/.
Comment:	See comments under Field A-4, DIST_SERV.
Verified	• An entry in this field must be a valid district code, otherwise it will result in an error. • If this field is left blank or if the entry in this field is not a valid district code, it will result in an error.

D-5 SCH_CODE Seven-digit code of the physical location of the school where the student was enrolled	
Definition:	This is the seven-digit code of the school where the student is enrolled in or receives the majority of instructional services. For most students, this will be a regular public school; but for many others, this may be a nonpublic, private, parochial or other type of school. For a county-operated program located in a public school, this will be the seven-digit school code of the public school, not the seven-digit school code for all county-operated programs.
Purpose:	To identify the school and its location, where the student is enrolled and receives the majority of instructions; to be able to identify a student at the instructional site; to be able to aggregate program data at the school level.

D-5 SCH_CODE Seven-digit code of the physical location of the school where the student was enrolled	
Valid Format, Examples, & Code Location:	SSSSSSS (7- character code) Use the seven-digit school code from *California Public School Directory* or *California Private School Directory*. Note: If school code is not available, use the first seven characters of the name of the school. 6059315 Leonardo da Vinci Magnet School 4530077 Mountain Lakes High School See the *California Public School Directory* or *California Private School Directory* for correct school code at http://www.cde.ca.gov/ds/si/ds/.
Comment:	If school code is not available, use the first seven characters of the name of the school of attendance.
Verified:	If this field is left blank, it will result in an error

D-6 SCH_TYPE Type of school where student received the majority of instructional services	
Definition:	This is the type of school or program where the student receives the majority of instructional services. For most students, this is the regular public school system, but for many others, this may be a different educational setting.
Purpose:	To identify the type of school where the student is enrolled.
Valid Format & Examples:	CC (2-digit character code) 10 Public day school 30 Juvenile court school
Comment:	This field should correspond to Field A-6 (SCH_CODE).
Verified:	• If this field is left blank, it will result in an error. • If the entry in this field is not a valid code, it will result in an error.

Student Demographics

D-7 LAST_NAME Student's last name	
Definition:	Student's last name or family name as recorded in the IEP.
Purpose:	To identify each former student uniquely and to ensure unduplicated count of children as required by the law and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format & Examples:	CCCCCCCCCCCCCCC 15 Characters BECKO-RELLER GARCIA
Comment:	This information should be taken from an official document (birth certificate, for example).
Verified:	If this field is left blank, it will result in an error. If the name has any special characters (@, #, $, *, etc.), it will result in an error.

D-8 FIRST_NAME Student's first name	
Definition:	Student's first name as recorded in the IEP
Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law and to evaluate effectiveness of special education programs by following students through transition programs.

D-8 FIRST_NAME Student's first name	
Valid Format:	CCCCCCCCCCCCCCC (15-byte character code)
Comment:	This information should be taken from an official document (birth certificate, for example).
Verified:	If this field is left blank, it will result in an error. If the name has any special characters (@, #, $, *, etc.), it will result in an error.

D-9 STUDENT_ID Student identification code	
Definition:	A unique identification code assigned by the SELPA/SOP to each student it serves and reports. This may be a number, a set of letters, or a combination of numbers and letters. Student's social security number may be used. The identification code may include trailing or preceding blanks but no special characters.
Purpose:	To identify each student record uniquely within a SELPA and to insure unduplicated count of children as required by the law.
Valid Format & Examples:	CCCCCCCCCCCCCCCC (16 characters) ABCDEFG RWS67082100G8
Comment:	The SELPA/SOP **shall** use the same student identification code for a particular student as reported in previous years.
Verified:	If this field is left blank, it will result in an error. If the STUDENT_ID is the same for another record within a SELPA, it will result in an error.

D-10 SSID Statewide Student Identifier, SSID, Code	
Definition:	CDE unique Student Identifier issued to local districts participating in the California School Information Service system.
Purpose:	To coordinate Special Education data with General Education data statewide
Valid Format:	CCCCCCCCCC (10 characters)
Comment:	This entry must only be the unique student identifier assigned in accordance with CSIS established standards, SSID student number.
Verified:	None

D-11 SSN Student's social security number	
Definition:	Student's social security number assigned by the Social Security Administration.
Purpose:	To identify each student uniquely and to ensure unduplicated count of children as required by the law and to evaluate effectiveness of special education programs by following students through transition programs.
Valid Format:	CCCCCCCCC (9-digit characters)
Comment:	No two records shall have the same social security number. If the social security number is not available for a student, you may leave this field blank, but **do not** make up any fictitious number in this field.
Verified:	If this field has any non-numeric entry, it will result in an error. If the social security number is the same for another record, it will result in an error.

D-12 BIRTHDATE Student's date of birth	
Definition:	The actual, official or recorded date of birth of the student.
Purpose:	To calculate age of the student at any date, to comply with the requirements of the state and federal laws.
Valid Format & Examples:	Date Field MM/DD/CCYY (DBF format) CCYYMMDD (ASCII format) 05/11/1985 (DBF format) 19961227 (ASCII format)
Comment:	Age of a student is calculated as of the reporting date (Field D-1, REPT_DATE*)*.
Verified:	If this field is left blank, it will result in an error.

D-13 GENDER	
Definition:	Gender identification of student
Purpose:	To determine and research educational characteristics of special education students by gender.
Valid Format & Codes:	C (1 character code) F Female M Male
Verified:	The entry in this field must be ‘M’ or ‘F’, otherwise, it will result in an error.

D-14 ETHNICITY1 Student's primary ethnic identification or background	
Definition:	Ethnic background of the student receiving special education and related services. The category should identify the most appropriate ethnic background of the pupil. This information must be determined and provided by the LEA to the CDE. Refer to the student enrollment data in the site/district MIS system. If this information is not in the site/district MIS system, the LEA is responsible for providing this information.
Purpose:	To determine the educational characteristics of special education students by the various ethnic background, to comply with federal and state law and the requirements under *Larry P*. and *Diana* court rulings.
Valid Format & Examples:	CCC (3-digit character code) 201 Chinese 500 Hispanic
Comment:	If a student does not fall into one of these ethnic categories, use a category that closely represents one. Each student **must** be identified in one of the listed ethnic categories.
Verified:	The entry in this field **must** be one of the ethnic codes under this field; otherwise, it will result in an error.

D-15 ETHNICITY2 Student's **ethnicity** identification or background,	
Definition:	A Ethnicity category is a biological decadency often, but not always, reflected in physical traits that distinguish it clearly from other races.
Purpose:	To determine the educational characteristics of special education students by the various ethnic background, to comply with **new** federal **requirements,** state laws, and the requirements under *Larry P*. and *Diana* court rulings.

D-15 ETHNICITY2 Student's **ethnicity** identification or background,	
Valid Format & Examples:	CCC (3-digit character code) 201 Chinese 303 Samoan See Field A-15 ETHNICITY/RACE (1-3) for the codes.
Comment:	• If a student does not fall into one of these race/ethnic categories, use a category that closely represents one. • **Only use Code 900 if the reported race (selection of race question) indicator was intentionally left blank**
Verified:	The entry in this field **must** be one of the race codes under this field or otherwise, it will result in an error.

D-16 ETHNICITY3 Student's second ethnicity identification or background, if any	
Definition:	Additional race or background of the student receiving special education and related services.
Purpose:	To determine the educational characteristics of special education students by the various ethnic background, to comply with **new** federal **requirements,** state laws, and the requirements under *Larry P*. and *Diana* court rulings.
Comment:	All remaining information is the same as Field D-15, RACE1

D-17 ETHNICITY4 Student's thiird race identification or background, if any	
Definition:	Additional race or background of the student receiving special education and related services.
Purpose:	To determine the educational characteristics of special education students by the various ethnic background, to comply with **new** federal **requirements,** state laws, and the requirements under *Larry P*. and *Diana* court rulings.
Comment:	All remaining information is the same as Field A-17, RACE2

Follow-up Information

D-18 PST_SECPRG Student's Post-Secondary program participation	
Definition:	Post-Secondary school can include four-year college/university, community college, GED program, vocational or technical school, ROP classes, Workforce Investment Act (WIA) supported programs, military training, or other education, classes or programs undertaken after leaving high school. Post-Secondary school can be full time (12 semester units or more) or part-time (less than 12 semester units).
Purpose:	To comply with 20 *USC* 1416 (a)(3)(b)

D-18 PST_SECPRG Student's Post-Secondary program participation	
Valid Format & Codes:	(CCC) (3-digit Character code) 100 None 200 Four-year college/university 210 Community college 220 GED program 300 Vocational or technical school 310 Regional Occupational Programs (ROP) Classes 320 Work Force Investment Act (WIA) supported program 400 Military training 800 Unknown 900 Other
Verified:	An entry must be made, otherwise an error will result.

D-19 PST_SECEMP Student's status of gainful employment, earning unsubsidized wage	
Definition:	Competitive employment means work (i) in the competitive labor market that is preformed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. Competitive employment can be full-time (35 or more hours per week) or part-time (less than 35 hours per week).
Purpose:	To comply with 20 *USC* 1416 (a)(3)(b)
Valid Format & Codes:	(2 digit Character code) 10 Yes 20 No 80 Unknown
Verified:	An entry must be made, otherwise an error will result.

Chapter III

CASEMIS Software

The CASEMIS software has been developed by the CDE, SED, for assisting the SELPAs and the SOPs to submit student level data to the state. The CASEMIS program runs in the Microsoft Windows 2000 operating environment or later.

The software is revised at least once a year, coordinated with the updates to the student level database structure and the changes in the federal and state data reporting requirements. When necessary, the software is updated during the year. Any revision or upgrade of the software is made available to the SELPAs and SOPs about one month before the reporting cycle date. The software supports two major data reporting cycles: (1) the December pupil count and (2) the End-of-Year student data.

Versions of the CASEMIS Software

A new version of the CASEMIS software is released at the beginning of each school year (usually in the fall) to support all changes in the state and federal reporting requirements for that year, plus any new features that are added to the system over the past year. A specific version of the software is identified by the first three letters of the report cycle month, followed by the last two digits of the year, then a release letter. For example, the initial release of CASEMIS software for the 2008-09 school year is: CASEMISDec08a.

When a newer software version is released, the software will be identified by the last two digits of the year with a sequent release letter. For example, a second release of the December software during the 2008-09 school year will be identified as CASEMISDec08b. The software is available for downloading at the Department's Web site in the following location:

http://www.cde.ca.gov/sp/se/ds/

Additionally, the Web site provides instructions for installation of the software on a PC. The installation process provides guidance through the necessary steps, and will display a confirming message if the installation is successful.

System Features

The major features of the CASEMIS software are: (1) to extract student level data for various reporting cycles; (2) to verify data files and generate error, warning, and unextracted records reports; (3) to generate summary reports from various data tables; and (4) to generate the data Certification Report.

The **file extraction** component of the CASEMIS creates new files by copying records from source data files maintained by the LEA or SOP. This process requires that your source data files have the same data fields and codes as in the 2009-10 CASEMIS database structure. New files are generated to meet the appropriate criteria for various reporting requirements (see *Chapter IV*).

The **Verification** routine checks the data fields in the data files for any logical inconsistency and produces a report of errors, warnings, and unextracted records (if any). The ***errors must be corrected*** and the ***warnings must be verified*** prior to submitting data to the Department.

The **report generation** component prepares various reports by SELPA, by district, or by site within the SELPA, according to the format specified by the CDE. Additionally, the system generates summary reports by SELPA, and by districts,

When the data files are verified and determined to be error-free, the user may upload the data files to the CDE via the CASEMIS secured Web site available in the “Upload Data File” option. The user can generate a Certification Report using the existing data files on the computer and fax a signed copy to CDE.

In addition, the CASEMIS software offers a set of **Tools** that are helpful for editing the data files. The utilities contain the latest information on the SELPA and district configuration, file and manipulation options.

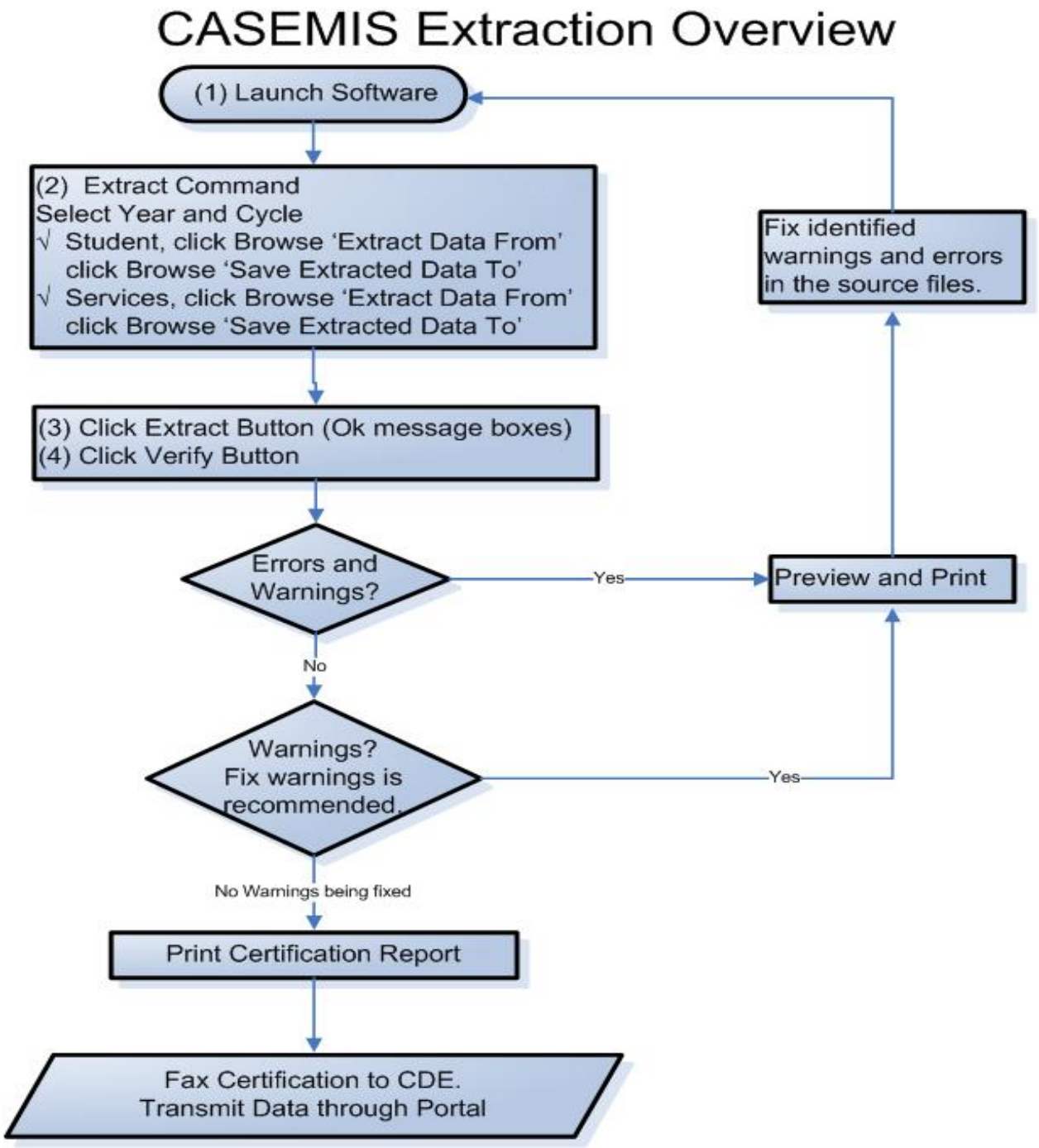
CASEMIS Step By Step

When launching the CASEMIS software, the opening screen displays the logo of the CDE. Follow the steps below to use the features of the software, or download the CASEMIS Step by Step. This detailed document is found online at:

http://www.cde.ca.gov/sp/se/ds/

The following diagram provides a general overview of the CASEMIS data or file Extraction Process. It displays the flow in which the CASEMIS is launched and describes the next steps taken when certain decisions or processes are executed. The detailed information is described in the CASEMIS Step By Step.

Figure 3.1 CASEMIS Extraction Overview



Please refer to the CASEMIS Step-by-Step for data processing details.

Chapter IV

Reporting Requirements

Each LEA and SOP implementing the student level database shall submit to the CDE a copy of their student data file in order to meet the two reporting requirements in 2008-09 school year: (1) the December 1, 2008 Report and (2) the 2008-09 End-of-Year Report. Details of these requirements are discussed in the following pages.

Criteria for Tables A, B, and C

Each agency submitting student level data to the CDE shall meet the following criteria for including a student in the data file.

1. The CASEMIS Student Data file shall contain one record per student in Table A; in order to ensure this, the student identification code shall be determined in such a way that no two students (or no two records) have the same identification code.
2. The Services Data Table and Discipline (Suspension/Expulsion) Data Table may have more than one record per student, as applicable. Post-secondary Data Table may have one record per student.
3. All students in the data file **must** be receiving (or have received) special education and related services according to an IEP (includes IFSP and ISP) and all applicable state and federal laws and regulations, or were referred, and evaluated for special education services.
4. All data for a student in the student level data file shall be based on the student's IEP or evaluation.
5. A student who is receiving (or has received) special education services in a state-operated program for the disabled, shall **not** be included in the student level data file submitted by an LEA (SELPA). The SOP shall report these students.
6. If a student is placed by a SELPA to another SELPA for providing special education services, the SELPA that provides the services to the student shall report the student; the SELPA that placed the student shall **not** report the student.
7. If more than one SELPA, county or district provides special education services to a pupil, the agency that provides the most intensive or majority of the services shall report the pupil.
8. A pupil placed in a nonpublic school or agency (NPS) shall be reported by the school district, county office or the SELPA that made the placement.
9. A disabled child who is receiving a related service may be reported **only** if that related service assists the child in benefiting from special education.
10. A disabled child receiving special education funded by the federal government may be reported **only** if additional local or state funds are available for nondisabled children of that age range.
11. Native American children on or near a reservation may be reported **only** if the SELPA provides special education services to these children.
12. Disabled children on military facilities may be reported **only** if the SELPA provides special education services to these children.
13. A child younger than three years with a disability whose services are funded through a contract or vendor agreement with a regional center of the Department of Developmental Services is not to be included in the CASEMIS report process.

The LEA and the SOP shall document the procedures for developing, maintaining, updating, and reporting the student level data file, and keep them at their office for on-site verification by the CDE.

CHARTER SCHOOL REPORTING

Students with disabilities who are served by charter schools may be coded differently, depending on the type of charter school serving the student.

- For students served by charters that are schools of the district, code
  - SELPA – where authorizing district is a member
  - DOR – authorizing district CDS code
  - DOS – authorizing district CDS code
  - School – charter school CDS code number
  - School Type – 55

- For students served by charters that are LEAs for special education purposes
  - SELPA – where charter is a member
  - DOR – authorizing district CDS code
  - DOS – charter school CDS code number (requires authorization by CASEMIS)
  - School – charter school CDS code number
  - School Type – 56

  In order to be considered a charter acting as an LEA, the school must be included in a CDE-approved Local Plan. For more information about approved local plans contact Darlene Helbling at dhelblin@cde.ca.gov.

- For students served by schools that are chartered by the State Board of Education
  - SELPA – where charter is a member
  - DOR – charter school LEA CDS code number
  - DOS – charter school LEA CDS code number
  - School – charter school School CDS code number
  - School Type – 56

  For more information about charter schools contact Jennifer Faukner at jfaukner@cde.ca.gov.

Statewide Student Identifier (SSID)

All LEAs are responsible for obtaining and maintaining SSIDs all K-12 public school students enrolled in the district. In addition to all K-12 students, this includes, students enrolled in education programs administered through County Offices of Education, charter school students, and preschool-aged students receiving special education services. The district is also responsible for obtaining and maintaining the SSID for district students that are placed in nonpublic, nonsectarian schools (NPS).

Please refer to following matrix for SSID responsibility.

LEA Responsibilities for Obtaining a SSID and Reporting Requirements for CASEMIS

Item	Type of Special Education Student and Grad Level	Service Type	Where IEP Service Received	Special Education Student SSID Requirements for CASEMIS	Local Education Agency (LEA) Responsible for Obtaining and Maintaining SSIDs	Count-District-School (CDS) Code to Use When Obtaining SSID
1	Pre-Kindergarten through grade twelve (to age 22) special education student (including un-graded elementary and un-graded secondary).	Individualized Education Plan (IEP) – student may also be receiving related services at other schools or institutions within or outside the school district.	Public school district	Pre-Kindergarten – required* Kindergarten -12 – required	District providing IEP service (Even if the district providing IEP services is not the student's district of residence or the student comes from another school district and the district has an arrangement with the district providing the IEP service).	CDS code of school providing IEP service If the special education class is being provided on a district school site that has a CDS code, use that CDS code even if the district does not consider the special education class to be part of that school. If the IEP is being provided by the district at a location that does not have a CDS code, the district providing the service should contact CDS administration to obtain a CDS code and use that CDS code to obtain an SSID for the student. Note that the school(s) or other institutions providing related services to student are not reported when obtaining an SSID.

Item	Type of Special Education Student and Grad Level	Service Type	Where IEP Service Received	Special Education Student SSID Requirements for CASEMIS	Local Education Agency (LEA) Responsible for Obtaining and Maintaining SSIDs	Count-District-School (CDS) Code to Use When Obtaining SSID
2	Pre-Kindergarten through grade twelve (to age 22) special education student (including un-graded elementary and un-graded secondary).	IEP - student may also be receiving related services at other schools or institutions within or outside the school district.	County Office of Education administered special education school	Pre-Kindergarten – required* Kindergarten -12 – required	County Office of Education (COE) providing IEP service (Even though the student comes from another school district and the district has an arrangement with the COE to provide IEP services).	CDS code of COE special education school providing IEP service (Even if the COE administered special education services are delivered at a public school site.) If the IEP is being provided by the COE at a location that does not have a CDS code, the COE should contact CDS administration to obtain a CDS code and use that CDS code to obtain an SSID for the student. Note that the school(s) or other institutions providing related services to student are not reported when obtaining an SSID.
3	Pre-Kindergarten through grade twelve (to age 22) special education student (including un-graded elementary and un-graded secondary).	IEP - student may also be receiving related services at other schools or institutions within or outside the school district.	Nonpublic, nonsectarian school (NPS) certified by the California Department of Education (CDE) to provide special education services to public special education students.	Pre-Kindergarten – required* Kindergarten -12 – required	Public school district or COE that contracted the services with the NPS.	County code and district code of the school district or COE that contracted the services with the NPS and a school code of “0000001” (indicates that district of resident students are being sent to one or more nonpublic, nonsectarian schools). Note that the school(s) or other institutions providing related services to student are not reported when obtaining an SSID.

Item	Type of Special Education Student and Grad Level	Service Type	Where IEP Service Received	Special Education Student SSID Requirements for CASEMIS	Local Education Agency (LEA) Responsible for Obtaining and Maintaining SSIDs	Count-District-School (CDS) Code to Use When Obtaining SSID
4	Kindergarten through grade-12 (to age 22) special education student attending a private school (including un-graded elementary and un-graded secondary).	Individual Service Plan (ISP).	Public school or private school.	SSIDs are not supported for these students.	NA	NA
5	Pre-Kindergarten special education student attending a pre-Kindergarten program not located at a public school or the student receives special education services at student's home.	IEP - student may also be receiving related services at other schools or institutions within or outside the school district.	Public school, private school, or student's home.	Pre-Kindergarten – required*	District providing IEP service (even if the district providing IEP services is not the student's district of residence or the student comes from another school district and the district has an arrangement with the district providing the IEP service)	CDS code of school providing IEP service If the special education program is being provided on a district school site that has a CDS code, use that CDS code even if the district does not consider the special education program to be part of that school. If the IEP is being provided by the district at a location that does not have a CDS code, the district providing the service should contact CDS administration to obtain a CDS code and use that CDS code to obtain an SSID for the student. This CDS code may be used to report district pre-K special education students that receive IEP services from the district in a wide variety of settings. Note that the school(s) or other institutions providing related services to student are not reported when obtaining an

Requirements for Specific Reports

Each SELPA and SOP shall submit a copy of the **verified** student level data files on-line containing data on all students who meet the criteria given in the following paragraphs for specific reporting requirements. SELPAs and SOPs shall follow all applicable laws, regulations, and the instructions for each report to determine eligibility for including a student in the data file.

December Reports

For the December Reporting Cycle, the files shall contain data on each student who is receiving (or has received) special education and/or related services according to an IEP on December 1, 2009. This determination will be based on the entry in the data fields ENTRY_DATE and EXIT_DATE for each student record. The ENTRY_DATE must be on or before December 1, 2009. The EXIT_DATE shall be blank or may **not** be before December 1, 2009. A student may not be older than 22 years old as of December 1, 2009.

End-Of-Year Reports

For the 2009-09 End-of-Year Reporting Cycle, the files shall contain data on **students who have received special education and/or related services for any period of time between July 1, 2009 through June 30, 2010**. This means that the files shall include students who have entered and/or exited **as well as those who have continued through the program during the reporting period**. The determination of this criterion will be based on the data in the fields ENTRY_DATE and EXIT_DATE. All students shall be included in the files except those whose EXIT_DATE is before July 1, 2009 or ENTRY_DATE is after June 30, 2010. This also includes those students referred for special education, evaluated but did not receive special education.

Although the End-of-Year data file will contain records of students who are active as well as have exited, all exit reports are generated based on exited students only.

Reporting Cycles and Data Tables

The SELPA shall submit the completed data tables for each reporting cycle according to the following schedule and specifications:

	December	**End-of-Year**
Table A, CASEMIS Student Data	Yes	Yes**
Table B, Services Data Table	Yes	Yes**
Table C, Discipline Data Table	No	Yes**
Table D, Post-Secondary Follow Up from **2009-10**	No	Yes**
Reporting Date/Period	12/01/2009	7/1/2009 - 6/30/2010
Record Characteristics	As of 12/01/2009	Cumulative**

** The files are cumulative for the 2009-10 school year.

Anomalies Reports

The U.S. Department of Education, Office of Special Education Programs (OSEP) and the Office of the Inspector General (OIG) require that states provide explanations of data anomalies by category, if changes are significant. In the CDE effort to provide accurate and

quality data and timely response to the OSEP and OIG, CASEMIS software automatically generates reports showing year-to-year comparison of data for districts and SELPAs as a part of the verification process. These reports are designed to assist SELPA directors and staff in identifying potential data anomalies from last year to the current year before sending the data to the CDE. Potential data discrepancies or anomalies are encircled on these reports. The SELPAs shall review these reports prior to sending SELPA data files to the CDE and provide an explanation regarding any encircled data element. In order for SELPAs to be compliant, these explanations must be received by the Department along with the data files and signed certification page.

Reporting Deadlines

The deadlines for submitting student data files to the CDE are close of business (5:00p.m.):

Reporting Cycle	Deadline
December 1, 2009 Cycle	January 04, 2010
Personnel Data	April 2, 2010
2009-10 End-of-Year Cycle	August 15, 2010

Note that all dates are **receiving dates** (by close of business – 5:00 p.m.) by the CDE -- **not mailing dates**.

Sending File to State

We encourage you to send your student data file via the Internet by the reporting deadline. Send your file to the CDE using the secure Web site available using the CASEMIS software.

You **must** fax (916-327-3730) or mail the file certification page generated by the system, in order to make your file submission official.

If you are unable to send your data file via Internet, you may send your file on a diskette or CD-ROM. Make sure that the diskette has appropriate label to identify your SELPA or SOP and the reporting cycle. If your data file requires more than one diskette, identify each diskette in proper sequence. You are responsible for the proper protection of encryption data sent by any other method than the CDE secure Web site.

Revision of Data

In the past the Department allowed SELPAs a two-week period to revise their original data submission. Due to the new reporting requirements under IDEA the CDE is no longer able to provide a data revision. Districts and SELPAs should review their data thoroughly prior to submission.

Removing Duplicate Students from File – December Report

In order to eliminate reporting the same student by more than one SELPA, the Department will verify the statewide student data file after the submission deadline (December Reporting Cycle only). The verification will be conducted by comparing selected demographic data fields (LAST_NAME, FIRST_NAME, BIRTHDATE, and GENDER) for all students. Reports listing matching students will be sent to the SELPAs involved to examine their file for possible duplication and correction.

It is extremely important that **all SELPAs submit their file containing all students by the initial deadline** so the department can verify the file for possible duplicate students. An *unduplicated count is a mandate* under the Individuals with Disabilities Education Act (IDEA). If a single SELPA fails to submit its complete file by the deadline, the department's effort to eliminate duplicate students from the statewide file would be incomplete. In addition, it delays the other SELPAs, who met the time line, from declaring their files as final.

In order to streamline the process of unduplication, the Department will follow the steps listed below:

Step 1: Following the file submission reporting deadlines, the Department will verify the statewide student data file for possible duplicate report of students. This will be done even if the statewide file does not have data from all SELPAs (see Step 5 below).

Step 2: A cover letter and report access instructions will be sent by CDE to each SELPA director involved.

Step 3: SELPAs shall verify the reports showing possible duplicates against their data file and remove students as appropriate. SELPAs will submit a new unduplicated data file to the department **within one week** or as otherwise directed. SELPAS submitting potential duplicate students during this step must provide documentation describing the methods used for determining the student should be included in their data file. NOTE: **NO new student records may be added during this process.**

Step 4: After the one-week window period the Department will again verify the statewide student data file for duplicates student records from all revised files from Step 3. The Department will determine the disposition of any remaining potential duplicate student records as described in Step 5.

Step 5: If the verification in Step 4 shows a duplicate student between a SELPA that had failed to submit a revision or meet the initial timeline and another SELPA that did meet all timelines, the Department may exercise its authority to unduplicate the file by removing that student from the SELPA that failed to submit a revision or failed to meet the initial timeline. If two or more SELPAs resubmit duplicate student records without documentation that they are different students, the Department will remove the students from all SELPAs.

The statewide student data file will then be finalized and a report showing the status and count for all SELPAs will be released. The reporting cycle will then be closed.

Certification of Data

A properly signed **Certification Report page must** accompany the data files, new or revised, in order to comply with the reporting requirements. You **must** generate the Certification Report from the CASEMIS system. An authorized official of the SELPA or SOP must sign the Certification Report before sending it to the Department. You may fax the signed Certification Report to 916-327-3730.

Remember**, the data files are not official unless the SELPA/SOP director or an authorized official of the agency certifies it**.

Defaulting on File Submission

If a SELPA or SOP fails to submit data for a reporting cycle by the deadline or fails to meet all the requirements, the CDE may exercise one or more of the following options to complete the reporting cycle.

- The Department will notify the district or county superintendent(s) of the SELPA about the noncompliance; and
- The Department will initiate a process to sanction the salary of the district superintendent(s) for non-compliance with the federal reporting requirements.

Note that any of the above actions may result in noncompliance as well as adverse fiscal effect to the SELPA.

Report Checklist

Before you send your data files to the CDE, new or revised, please make sure that the transmittal package contains the following:

- Student Data Table;
- Services Data Table;
- Discipline Data Table, if any (for the End-of-Year Cycle);
- Post-secondary Follow-up From 2008-09 Data Table, if any (for the End-of-Year Cycle);
- File Certification Report generated by CASEMIS completed and signed by reporting cycle due date.
- Anomaly explanation(s) due by reporting cycle due date.

Your submission of data files is not official without the Anomaly Explanation (s) and the Certification Report properly signed.

Address of Delivery

Data reports and accompanying materials shall be submitted by the SELPAs (not by the districts) and SOPs to CDE as follows:

Mailing Address:	California Department of Education Special Education Division 1430 N Street, Suite 2401 Sacramento, CA 95814 Attn: Assessment, Evaluation, and Support Unit
Telephone:	(916) 327-3651
E-mail address:	casemis@cde.ca.gov
Fax:	(916) 327-3730

If you would like to know whether the department has received your data files after you have mailed it or sent via the Internet, please watch our periodic update during the window period of each reporting cycle on the Internet. We will not be able to send any individual reply in response to your request. As soon as we receive your files, we will include your agency in the next update.

All questions regarding the student database shall be directed to the Special Education Division.

Appendix A

Code Details and Definitions

SELPA_CODE Codes

These are the SELPA and SOP codes including the SELPA/SOP name, and the name of the Administrative Unit of the SELPA. The CDE has developed these codes in the same manner as the CDS (county-district-school) coding system. Note: A SELPA configuration may change from year to year, and it is important that the correct, current code to identify your SELPA or SOP.

Code	Name of SELPA/SOP	Administrative Unit
0111	Mid-Alameda County	Castro Valley Unified School District
0112	North Region	Alameda City Unified School District
0113	Oakland Unified School District	Oakland Unified School District
0114	Tri-Valley	Livermore Unified School District
0115	Mission Valley	Fremont Unified School District
0300	Amador County	Amador County Schools
0400	Butte County	Butte County Schools
0500	Calaveras County	Calaveras County Schools
0600	Colusa County	Colusa County Schools
0701	Contra Costa	Acalanes Union High School District
0711	Mt. Diablo Unified School District	Mt. Diablo Unified School District
0712	West Contra Costa Unified School District	West Contra Costa Unified School District
0713	San Ramon Valley Unified School District	San Ramon Valley Unified School District
0901	El Dorado County	El Dorado County Schools
0911	Tahoe-Alpine	Lake Tahoe Unified School District
0951	El Dorado Charter	El Dorado County Schools
1001	Fresno County	Fresno County Schools
1011	Fresno Unified School District	Fresno Unified School District
1012	Clovis Unified School District	Clovis Unified School District
1100	Glenn County	Glenn County Schools
1200	Humboldt-Del Norte	Humboldt County Schools
1300	Imperial County	Imperial County Schools
1400	Inyo County	Inyo County Schools
1501	Kern County	Kern County Schools
1511	Bakersfield City Elementary School District	Bakersfield City Elementary School District
1512	Kern Union High	Kern Union High
1513	Sierra Sands	Sierra Sands Unified School District
1600	Kings County	Kings County Schools
1700	Lake County	Lake County Schools
1800	Lassen County	Lassen County Schools
1901	La County Court Schools	La County Court Schools
1902	Downey-Montebello	Los Angeles County Schools
1903	East San Gabriel Valley	Los Angeles County Schools
1904	Mid Cities	Los Angeles County Schools
1905	Puente Hills Service Area	Los Angeles County Schools
1906	Santa Clarita Valley	Los Angeles County Schools
1907	Southwest Service Area	Los Angeles County Schools

Code	Name of SELPA/SOP	Administrative Unit
1908	West San Gabriel Valley	Los Angeles County Schools
1911	Antelope Valley	Los Angeles County Schools
1912	Foothill	Glendale Unified School District
1913	Long Beach Unified School District	Long Beach Unified School District
1914	Los Angeles Unified School District	Los Angeles Unified School District
1915	Norwalk-La Mirada/ABC	Norwalk-La Mirada Unified School District
1916	Pasadena Unified School District	Pasadena Unified School District
1917	Tri-Cities	Santa Monica-Malibu Unified School District
1918	Whittier Area	Whittier Union High
2000	Madera-Mariposa Counties	Madera County Schools
2100	Marin County	Marin County Schools
2300	Mendocino County	Mendocino County Schools
2400	Merced County	Merced County Schools
2500	Modoc County	Modoc County Schools
2600	Mono County	Mono County Schools
2700	Monterey County	Monterey County Schools
2800	Napa County	Napa County Schools
2900	Nevada County	Nevada County Schools
3001	North Orange County	Orange County Schools
3002	South Orange County	Orange County Schools
3011	Anaheim Elementary	Anaheim Elementary
3012	Garden Grove Unified School District	Garden Grove Unified School District
3013	Greater Anaheim	Anaheim Union High
3014	Irvine Unified School District	Irvine Unified School District
3015	Newport-Mesa Unified School District	Newport-Mesa Unified School District
3016	Northeast Orange County	Placentia Unified School District
3017	Orange Unified School District	Orange Unified School District
3018	Santa Ana Unified School District	Santa Ana Unified School District
3019	Tustin Unified School District	Tustin Unified School District
3020	West Orange County	Huntington Beach Union High
3021	Capistrano Unified School District	Capistrano Unified School District
3100	Placer County	Placer County Schools
3200	Plumas Unified School District	Plumas Unified School District
3301	Riverside County	Riverside County Schools
3311	Corona-Norco Unified School District	Corona-Norco Unified School District
3312	Riverside Unified School District	Riverside Unified School District
3313	Moreno Valley Unified School District	Moreno Valley Unified School District
3401	Sacramento County	Sacramento County Schools
3411	Elk Grove Unified School District	Elk Grove Unified School District
3412	Sacramento City Unified School District	Sacramento City Unified School District
3413	San Juan Unified School District	San Juan Unified School District
3500	San Benito County	San Benito County Schools
3601	Desert Mountain	San Bernardino County Schools
3602	East Valley Consortium	San Bernardino County Schools
3603	West End	San Bernardino County Schools
3611	Morongo Unified School District	Morongo Unified School District

Code	Name of SELPA/SOP	Administrative Unit
3612	San Bernardino City Unified School District	San Bernardino City Unified School District
3613	Fontana Unified School District	Fontana Unified School District
3701	East County	San Diego County Schools
3702	North Coastal	San Diego County Schools
3703	North Inland	San Diego County Schools
3704	South Bay Service Area	San Diego County Schools
3711	Poway Unified School District	Poway Unified School District
3712	San Diego City Unified School District	San Diego City Unified School District
3800	San Francisco Unified School District	San Francisco Unified School District
3901	San Joaquin County	San Joaquin County Schools
3911	Lodi Area	Lodi Unified School District
3912	Stockton City Unified School District	Stockton City Unified School District
4000	San Luis Obispo County	San Luis Obispo County Schools
4100	San Mateo County	San Mateo County Schools
4200	Santa Barbara County	Goleta Union Elementary
4301	Santa Clara Area 1	Santa Clara County Schools
4302	Santa Clara Area 2	Santa Clara County Schools
4303	Santa Clara Area 3	Santa Clara County Schools
4304	Santa Clara Area 4	Santa Clara County Schools
4307	Santa Clara Area 7	Santa Clara County Schools
4311	South East Consortium	Santa Clara County Schools
4401	North Santa Cruz Co.	Santa Cruz County Schools
4411	Pajaro Valley Joint Unified School District	Pajaro Valley Joint Unified School District
4500	Shasta County	Shasta County Schools
4600	Sierra County	Sierra County Schools
4700	Siskiyou County	Siskiyou County Schools
4801	Solano County	Solano County Schools
4811	Vallejo City Unified School District	Vallejo City Unified School District
4900	Sonoma County	Sonoma County Schools
5001	Stanislaus County	Stanislaus County Schools
5011	Modesto City Schools	Modesto City High
5100	Sutter County	Sutter County Schools
5200	Tehama County	Tehama County Schools
5300	Trinity County	Trinity County Schools
5400	Tulare County	Tulare County Schools
5500	Tuolumne County	Tuolumne County Schools
5600	Ventura County	Ventura County Schools
5700	Yolo County	Yolo County Schools
5800	Yuba County	Yuba County Schools
7100	California State Special Schools	
7200	California Department of Corrections and Rehabilitation – Division of Juvenile Justice	
7300	California Department Of Developmental Services (DDS)	

SCH_TYPE Codes

These codes are used in field: A-7 to indicate the type of school or program where student receives the majority of instructional services..

Code	School Type
00	No School (ages 0-5 only)
10	Public Day School: Day schools operated or administered by a public agency to provide instruction in general education. This includes schools listed in the *California Public Schools Directory* published by the CDE. This category does not include residential school, or other types of schools listed under this field.
11	Public Residential School: Schools operated or administered by a public agency to provide instruction in general education, where students reside at the same location. This category does not include any other types of schools listed under this field.
15	Special Education Center or Facility: A separate school operated by an LEA for students with disabilities. *(USC* 1412(a) (5) (A)
19	Other Public School or Facility: (Such as a store-front transition program) Any other setting where an LEA may provide special education services, including community facilities, off-campus classrooms, etc. *(EC* 56361(g), *USC* 1401(29)(A))
20	Continuation School: Continuation schools primarily serve students 16 through 18 years old by providing individualized instruction and flexible scheduling to meet their individual graduation needs, while allowing them to comply with the compulsory part-time attendance laws. It, also, is mandated to provide guidance, placement, and follow-up services to students. *(EC* 48400-48454, *CAC* Title 5 § 11000-11010).
22	Alternative Work Education Center/Work Study Program: An alternative program to teach basic academic skills, with emphasis on the improvement of student motivation for achievement in order to obtain employment or to return to regular high school. Center will operate on a clinical, client-centered basis; and provide classroom instruction, on-the-job training, career counseling and placement services. *(EC* 52900*).* The center may also provide appropriate educational services to school dropouts through recruitment or referral. These services may include: instruction in basic academic skills, motivation, employment or re-entry orientation. The goal is transition to public school, diploma equivalency program, vocational program, military or other service program, or post-secondary education. In addition a program administered by the Student Aid Commission to provide an opportunity for college students to earn money while gaining experience in educationally beneficial or career-related employment. *(EC* 69951*).*
24	Independent Study: An alternative to classroom instruction consistent with a school district's course of study. This is an instructional strategy (not a categorical program) that responds to an individual's needs and styles of learning. *(EC* 46300(3), 51745-51749.5*, CCR* Title 5 § 11700-11703*).*
30	Juvenile Court School: An alternative program that serves the educational needs of students who are under the protection or authority of the Juvenile Court or local school district. The County Office of Education provides for the education programs in juvenile ranches, camps and schools, as well as juvenile halls. Students are placed in juvenile court schools when referred by the juvenile court or a deputy probation officer. These programs seek to transition the students back to an appropriate educational, training, and/or employment setting upon release or after the court terminates jurisdiction. *(W&IC* § 202 et seq.*, EC* § 1980 et seq.*).*

Code	School Type
31	Community School: An alternative program that serves the educational needs of students. The County Office of Education provides for the education programs in community schools. Students are placed in community schools when expelled from school, or referred by a School Attendance Review Board (SARB). These programs seek to transition the students back to an appropriate educational, training, and/or employment setting. This also includes district operated community schools.
32	Correctional Institution or Incarcerated Facility: It is an institution run by the California Department of Corrections and Rehabilitation, Division of Juvenile Justice or any other public agency where an individual is detained for infraction with the law and where educational classes provide instruction in civic, vocational, literacy, health, homemaking, technical, and general education.
40	Home Instruction (based on IEP team determination): An alternative to classroom instruction. An IEP team decision states and certifies that the student's diagnosed condition prevents him/her from attending a school setting. Instruction may be delivered individually, in small groups or by teleclass. *(*Title V, § 3051.4*).*
45	Hospital Facility: The educational needs of students who are placed or who reside in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the responsibility of and provided by the district or county office in which the hospital or facility is located. *(EC* 56167-56168*)*.
50	Community College: This includes specialized services and educational programs offered by the post-secondary community colleges for students over high school age in academics, reading and mathematics labs, and vocational, career, and community development skills.
51	Adult Education Program: This includes programs, such as, parenting, basic education, high school diploma, English as a second language, citizenship, short-term vocational programs, older adults, adults with disabilities, home economics education, and health and safety in order to provide or improve the skills of adults.
55	Charter School (Operated by a LEA/District/COE): Charter schools that are deemed to be a public school within the District/SELPA participate in either the same manner as other schools within the District or as described in a memorandum of understanding.
56	Charter School (Operated as a LEA/District): Charter schools that are deemed a local education agency for the purpose of special education must participate in an approved special education local plan (SELPA) as an LEA. (*EC* 56195.1 § (a),(b), or (c) (20 *USC* 1400 et seq., *EC* 47641 (a), *AB* 1115, Chapter 78, Statutes of 1999).
61	Head Start Program: A part-day comprehensive child development program for children 3-5 years of age from low-income families. Services are provided in this program through four components: education, social services, parent involvement and health. Head Start is mandated to make a minimum of 10% of its enrollment opportunities available for preschool age children with disabilities.
62	Child Development or Child Care Facility: Any residence or building, or part thereof, in which child care and development services are provided. The facility must be licensed by the California Department of Social Services.
63	State Preschool Program: Part-day comprehensive developmental programs for children 3-5 years of age from low-income families. The programs include educational development, health services, parent education and participation, program evaluation, and staff development.

Code	School Type
64	Private Preschool: A preschool program operated by a private agency, that provides basic supervision, age appropriate activities, nutrition, and parent education for preschool children ages 3-5.
65	Extended Day Care: An extended school day program that provides educational activities that are appropriate to the ages of the students and that capture the students' interests and needs. *(EC* 58752*).*
70	Nonpublic Day School: A nonpublic, nonsectarian day school (under the field *SCH_TYPE*) that enrolls individuals with exceptional needs pursuant to an individualized education program, employs at least one special educator, and is certified by the department *(EC* 56034*)*.
71/ 72	Nonpublic Residential School: A nonpublic, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program, employs at least one special educator, and is certified by the department. This school provides an educational program at the same location where the student resides (often a licensed children's institution). *(EC* 56034*)*.
75	Private Day School (not certified by Special Education Division): A school, sectarian or nonsectarian, which is not administered by a public agency and does not provide special education services. Students attending this school do not reside at the school premises. Services are provided through an ISP, in accordance with district policy for serving students in private schools.
76	Private Residential School (not certified by Special Education Division): A school, sectarian or nonsectarian, which is not administered by a public agency, and does not provide special education and services. The student resides at this school, although private residential school may provide a combination of residential and day programs. The status of a student (whether day or residential) will depend on where the student resides. Services are provided through an ISP, in accordance with district policy for serving students in private schools.
79	Non-Public Agency A private, nonsectarian establishment or individual that provides related services necessary for an individual with exceptional needs to benefit educationally from the pupils' educational program pursuant to an individualized education program and that is certified by the department. It does not include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, a public university or college, or a public hospital. The nonpublic, nonsectarian agency shall also meet standards as prescribed by the superintendent and board.
80	Parochial School: A school that is affiliated with or run by a religious organization.

ETHNICITY/RACE Codes

These codes are used in Fields A-15 – 18 and D15- 17 to indicate the student's ethnicity/race.

Code	Ethnic Categories
100	Native American: A Native American is a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
201	Chinese: A person having origins in any of the original peoples of China.
202	Japanese: A person having origins in any of the original peoples of Japan.
203	Korean: A person having origins in any of the original peoples of Korea.
204	Vietnamese: A person having origins in any of the original peoples of Vietnam.

Code	Ethnic Categories
205	Asian Indian: A person having origins in any of the original peoples of the Indian subcontinent.
206	Laotian: A person having origins in any of the original peoples of Laos.
207	Cambodian: A person having origins in any of the original peoples of Cambodia.
208	Hmong: A person having origins in any of the original peoples of Laos.
299	Other Asian: A person having origins in any of the original peoples of the other Asian countries not listed above, e.g., Thailand, Indonesia, and Tibet.
301	Hawaiian: A person having origins in any of the original peoples of the Hawaiian islands.
302	Guamanian: A person having origins in any of the original peoples of the island of Guam.
303	Samoan: A person having origins in any of the original peoples of the Samoan islands.
304	Tahitian: A person having origins in any of the original peoples of the Tahitian islands.
399	Other Pacific Islander: A person having origins in any of the original peoples of the Polynesian, Micronesian or Melanesian islands except Hawaiian, Samoan, Guamanian or Tahitian islands. (Excludes the Philippine Islands.)
400	Filipino**:** A person having origins in any of the original peoples of the Philippine Islands.
500	Hispanic**:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin -- regardless of race.
600	African-American**:** A person having origins in any of the black racial groups of Africa.
700	White**:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, e.g., England, Egypt, Portugal, and Iran.
900	Left Intentionally Blank

DISABILITY Codes

These codes are used in Field A-36 and 37 to indicate the student's disability.

Code	Disability Categories
200	None: There is no secondary disability (may be used for Field A-37 only).
210	Mental retardation (MR): Mental Retardation means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, that adversely affects a child's educational performance. (34 *CFR* § 300.7(c)(6)).
220	Hard of Hearing (HH): Hard of Hearing means hearing, impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of "deaf in this section.
230	Deafness (DEAF): Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance. (34 *CFR* § 300.7(c)(3)) Hearing Impairment (HI): Hearing Impairment is a federal category of disability, which includes both hard of hearing and deaf individuals as defined above.
240	Speech or Language Impairment (SLI): Speech or Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance. (34 *CFR* § 300.7(c)(11))

Code	Disability Categories
250	Visual Impairment (VI): Visually Impaired, including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. *(*34 *CFR* § 300.7(c)(13)).
260	Emotional Disturbance (ED): Emotional Disturbance means a condition exhibiting one or more of the following characteristics, over a long period of time and to a marked degree, that adversely affects educational performance: a. An inability to learn which cannot be explained by intellectual, sensory, or health factors; b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; c. Inappropriate types of behavior or feeling under normal circumstances; d. A general pervasive mood of unhappiness or depression; or e. A tendency to develop physical symptoms or fears associated with personal or school problems. The term (ED) includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. (34 *CFR* § 300.7(c)(4)).
270	Orthopedic Impairment (OI): Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures). *(*34 *CFR* §. 300.7(b) and 300.7(c)(8))
280	Other Health Impairment (OHI): Other Health Impairment means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance*. (*34 *CFR* §. 300.7 (c) (9)).
281	Established Medical Disability (EMD): A disabling medical condition or congenital syndrome that the individualized education program (IEP) team determines has a high predictability of requiring special education and services. *(EC,* § 56441.11(d) Note: This eligibility category is only applicable for children ages 3 through 4)
290	Specific Learning Disability (SLD): Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage. *(*34 *CFR* § 300.7(c)(10)).
300	Deaf-Blindness (DB): Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. *(*34 *CFR* §. 300.7(c)(2)).

Code	Disability Categories
310	Multiple Disabilities (MD): Multiple Disabilities means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.,) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. *(*34 *CFR* §300.7(c)(7)).
320	Autism (AUT): Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Other characteristics often associated with autism include, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests characteristics of "autism" after age three, that child could be diagnosed as having "autism" if the criteria in the above paragraph are satisfied. *(*34 *CFR* § 300.7(c)(1)).
330	Traumatic Brain Injury (TBI): Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, which adversely affects educational performance. The term applies to both open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, nor brain injuries induced by birth trauma. *(*34 *CFR* § 300.7(c)(12)).

NATIV_LANG Codes

These codes are used in Field A-20 to indicate the student's native langage codes including the countries of origin.

Code	Languages	Countries of Origin
00	English	England, United States
01	Spanish	Spain, Europe, Latin America
02	Vietnamese	Vietnam, Asia
03	Cantonese	China, Asia
04	Korean	North Korea, South Korea, Asia
05	Pilipino (Tagalog)	The Philippines, Asia
06	Portuguese	Portugal, Europe, Brazil
07	Mandarin (Putonghua)	China, Asia
08	Japanese	Japan, Asia
09	Khmer (Cambodian)	Kampuchea, Asia
10	Lao	Laos, Asia
11	Arabic	Saudi Arabia, Middle East, North Africa
12	Armenian	Russia, Europe
13	Burmese	Burma, Asia
15	Dutch	Netherlands, Europe
16	Farsi (Persian)	Iran, Middle East
17	French	France, Europe
18	German	Germany, Europe
19	Greek	Greece, Europe
20	Chamorro (Guamanian)	Guam, Pacific Islands

Code	Languages	Countries of Origin
21	Hebrew	Israel, Middle East
22	Hindi	India, Asia
23	Hmong	Thailand, Vietnam, Asia
24	Hungarian	Hungary, Europe
25	Ilocano	The Philippines, Asia
26	Indonesian	Indonesia, Asia
27	Italian	Italy, Europe
28	Punjabi	India, Pakistan, Asia
29	Russian	Russia, Europe
30	Samoan	Samoa, Pacific Islands
32	Thai	Thailand, Asia
33	Turkish	Turkey, Middle East
34	Tongan	Tonga, Pacific Islands
35	Urdu	Pakistan, India, Asia
36	Cebuano (Visayan)	The Philippines, Asia
37	Sign Language	United States
38	Ukrainian	Ukraine, Europe
39	Chaozhou (Chaochow)	Chinese Dialect, China
40	Pashto	Pakistan, Afghanistan, Asia
41	Polish	Poland, Europe
42	Assyrian	Iraq, Middle East
43	Gujarati	India, Asia
44	Mien	China, Asia
45	Rumanian	Romania, Europe
46	Taiwanese	Taiwan, China, Asia
47	Lahu	China, Asia
48	Marshallese	Marshall Islands, Pacific Islands
49	Mixteco	Mexico, North America
50	Khmu	Laos, Asia
51	Kurdish	Iraq, Turkey, Iran, Middle East
52	Serbo-Croatian	Serbia, Europe
53	Toishanese	Chinese Dialect (YUE), China
54	Chaldean	Iraq
56	Albanian	Albania, Serbia, Europe
57	Tigrinya	Ethiopia, Africa
60	Somali	Somalia, Africa
61	Bengali	India, Bangladesh, Asia
99	Other-non-English Languages	

RESID_STAT Codes

These codes are used Field A-32 to indicate the student's residential status.

Code	Residential Status
10	Parent or Legal Guardian: This includes natural or adoptive parents and surrogate parents or other persons or relatives who have legal custody of children.

Code	Residential Status
20	Licensed Children's Institution (LCI): Licensed Children's Institution is a residential facility which is licensed by the state, or other public agency which has delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. "Licensed Children's Institution", in addition, includes a group home as defined by subdivision (a) of § 80001 of Title 22 of the *CCR*. See *EC* § 56155.5(a) for exclusions.
30	Foster Family Home (FFH): Foster Family Home is a family residence which is licensed by the state, or other public agency which has delegated authority by contract with the state to license), to provide 24-hour nonmedical care and supervision for not more than six foster children, including, but not limited to, individuals with exceptional needs. "Foster family home", in addition, includes a small family home as defined in *paragraph* (6) of subdivision (a) of § 1502 of the *Health and Safety Code (EC 56155.5(b)).*
40	Hospital: A public hospital, state-licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes*. (EC* 56167(a)). It does not include state hospital (see below).
50	Residential Facility: A Residential facility is a nonsectarian school where a student with exceptional needs resides on a 24-hour basis and receives special education and related services at the school. This includes both public and private facilities. Does not include LCIs.
60	Incarcerated Institution: Individuals with exceptional needs who have been adjudicated by the juvenile court, for placement in a juvenile hall or juvenile home, day center, ranch, or camp, or for individuals with exceptional needs placed in a county community school *(EC* 56150*);* includes placement in the California Department of Justice and Rehabilitation, Division of Juvenile Justice (formerly California Youth Authority and California Education Authority) and other public correctional institutions.
71	State Hospital: A state hospital is a residential facility operated by the California Department of Mental Health (DMH). This is not the same as Residential School/Dormitory, Health Institution, or Development Center.
72	Developmental Center: Development Center: a residential facility providing services to individuals who have been determined by the Department of Developmental Service (DDS) regional centers to require programs, training, care, treatment and supervision in a structured health facility setting on a 24-hour basis. This is not the same as Residential School/Dormitory, Health Institution, or State Hospital.
90	Other: The residential status is known, but does not fit any of the defined categories.

FEDSET_INF Codes

These codes are used in Field A-42 to indicate the student's Federal Program setting for infant services (for ages 0-2 only).

Code	Infant Setting Categories
100	Home: Early intervention services are provided primarily in the principal residence of the child's family or caregivers.

Code	Infant Setting Categories
200	Community Based Setting: Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child care centers (including family day care), preschools, regular nursery school, early childhood center, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).
900	Other Setting: Early intervention services are provided primarily in a setting that is not home or community based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and EI center/class for children with disabilities.

FEDSET_PRS Codes

These codes are used in Field A-41 to indicate the student's Federal Program setting for preschool services (ages 3-5 only).

Code	Preschool Setting Categories
400	Regular Early Childhood Program or Kindergarten: **more than ten hours per week – majority of special education services provided in the regular early childhood program or kindergarten** A program setting that includes at least 50 to 69% nondisabled children. Early childhood programs include, but are not limited to: • Head Start; • Kindergarten • Reverse mainstream classrooms; • Private preschools; • Preschool classes offered to an eligible pre-kindergarten population by the public school system; and • Group childcare.
405	**Regular early childhood program or kindergarten - more than ten hours per week – majority of special education services provided in some other location than the regular early childhood program or kindergarten**
410	Regular Early Childhood Program or Kindergarten: - **less than ten hours per week - majority of special education services provided in the regular early childhood program or kindergarten** A program setting that includes at least 70% nondisabled children. Early childhood programs include, but are not limited to: • Head Start; • Kindergarten • Reverse mainstream classrooms; • Private preschools; • Preschool classes offered to an eligible pre-kindergarten population by the public school system; and Group childcare.
415	**Regular early childhood program or kindergarten - less than ten hours per week - majority of special education services provided in some other location than the regular early childhood program or kindergarten**
440	Separate Class: In this setting the student attends a special education program in a class with less than 50% nondisabled children.
450	Separate School: This is a placement setting where children receive all of their special education program in public or private day schools designed specifically for children with disabilities.

Code	Preschool Setting Categories
460	Residential Facility: This is where children receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.
470	Home: This is the setting when children receive all of their special education and related services in the principal residence of the child's family or caregivers.
475	Service Provider Location: This is the setting when children receive all of their special education and related services from a service provider, and who did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: • Private clinician's office; • Clinician's offices located in school buildings, • Hospital facilities on an outpatient basis, and • Libraries and other public locations.

FEDSET_SCH Codes

These codes are used in Field A-44 to indicate the student's Federal Program setting for school age children (ages 6-22 only).

Code	Federal Program Setting
400	Regular Classroom/Public Day School: A program setting that includes at least 50 percent nondisabled children
450	Separate School: This is a setting where children receive all of their special education and related services in educational programs for greater than fifty percent of the school day in public or private day schools specifically for children with disabilities.
460	Residential Facility: Public and private residential facilities where students reside during the school week and receive special education and related services for greater than 50 percent of the school day. Do NOT include children who receive special education programs at the facility but do not live there.
470	Homebound/Hospital: This setting is where students receive special education programs and related services in homebound/hospital environment Do NOT include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.
480	Correctional Facility: This setting includes students who received special education programs in correctional facilities. These data are intended to be a count of all children receiving special education in: • short-term detention facilities (community-based or residential), or • correctional facilities

Code	Federal Program Setting
490	Parentally Placed in Private School: This setting is where students have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school them, but who receive special education and related services the public expense. Do NOT include children who placed in private schools by the LEA.

TRAN_GOAL(2-4)

These codes are used in Field A-45, 46, 47, 48 to indicate the student's post-secondary transition service.

Code	Post Secondary Transition Goals and Definitions
100	None: There are no secondary transition goals.
200	Training: Systematic instruction, workplace learning and experience to gain skill and effectiveness in a specific discipline or subject area to improve performance and promote competence on the job. *(*Reference: *EC* § 56462(b)1*)*
300	Education: A general diffusion and acquisition of knowledge and intelligence including the promotion of intellectual, scientific, moral and agricultural improvement gained through instruction. (California Constitution Article 9 § 1)
400	Employment: Employment means service, including service in interstate commerce, performed by an employee for wages or under any contract of hire, written or oral, express or implied. (*California Unemployment Insurance Code* § 601
500	Independent Living Skills: Abilities, proficiency, facility, or dexterity that is acquired or developed through training and experience that enables persons with disabilities to become self-sufficient and enjoy a living arrangement in the community that maximizes the individual's life choices and self determination without the direct control or supervision of another person. *California Welfare and Institutions Code* § 5670-5676
900	Other (may be used for Fields A-48 through A-50 only)

SERVICE Codes

These codes are used in Field B-5 to indicate the student's services.

Code	Service Categories
210	Family Training, Counseling, and Home Visits (ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.
220	Medical Services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

Code	Service Categories
230	Nutrition Services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.
240	Service Coordination (ages 0-2 only)
250	Special Instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.
260	Special Education Aide IN Regular Development Class, Childcare Center or Family Childcare Home (Ages 0-2 Only)
270	Respite Care Services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)
330	Specialized Academic Instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 *CFR* 300.26(b)(3))
340	Intensive Individual Instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.
350	Individual and Small Group Instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 *EC* 56441.2, 5 *CCR* 305.1) (ages 3 through 5 only)
415	Language and Speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.

Code	Service Categories
425	Adapted Physical Education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. *(CCR* Title 5 § 3051.5).
435	Health and Nursing – Specialized Physical Health Care Services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (*CCR* § 3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (*CEC* 49423.5 (d))
436	Health and Nursing – Other Services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 *CFR* 300.34; *CCR* Title 5 § 3051.12 (a)).
445	Assistive Technology Services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 *CFR* Part 300.6).
450	Occupational Therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. *(CCR* Title 5 §. 3051.6, *EC* Part 30 § 56363).

Code	Service Categories
460	Physical Therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. *(*B&PC Ch. 5.7, *CCR* Title 5 § 3051.6, *EC* Part 30 § 56363, *GC*-Interagency Agreements Ch. 26.5 § 7575(a)(2)).
510	Individual Counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. *(34 CFR § 300.24(b)(2), (CCR Title 5 § 3051.9).*
515	Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. *(*34 *CFR* § 300.24.(b)(2)); *CCR* Title 5 § 3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program*. (*34 *CFR* 300.306; *CCR* Title 5 § 3051.9).
520	Parent Counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. *(*34 *CFR* § 300.31(b)(7); *CCR* Title 5 § 3051.11).
525	Social Work Services: Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. *(34 CFR § 300.24(b)(13); CCR Title 5 § 3051.13).*

Code	Service Categories
530	Psychological Services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. *(CFR* Part 300 § 300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 *CFR* § 300.24; *CCR* Title 5 § 3051.10).
535	Behavior Intervention Services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (*CCR* Title 5 § 3001(d)).
540	Day Treatment Services: Structured education, training and support services to address the student's mental health needs (*Health & Safety Code*, Div.2, Chap.3, Article 1, 1502(a)(3))
545	Residential Treatment Services: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (*Welfare and Institutions Code,* Part 2, Chapter 2.5, Art. 1, § 5671))
610	Specialized Services for Low Incidence Disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. *(CCR* Title 5 § 3051.16 & 3051.18).
710	Specialized Deaf and Hard of Hearing Services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. *(*CCR Title 5 § 3051.16 and 3051.18).
715	Interpreter Services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (*CCR* Title 5, § 3051.16)
720	Audiological Services: These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. *(CCR* Title 5 § 3051.2)

Code	Service Categories
725	Specialized Vision Services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. *(CAC* Title 5 § 3030(d), *EC* 56364.1).
730	Orientation and Mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.
735	Braille Transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.
740	Specialized Orthopedic Services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (*CAC* Title 5, § 3030(e) & 3051.16)
745	Reading Services:
750	Note Taking Services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.
755	Transcription Services Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction
760	Recreation Services, Includes Therapeutic Recreation: therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs; (*CAC* Title 5, § 3051.15; 20 *USC* 1401(26(A)(1)) (34 *CFR* 300.24)
820	College Awareness College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to career planning, course prerequisites, admission eligibility and financial aid.
830	Vocational Assessment, Counseling, Guidance, and Career Assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 § 3051.14).

Code	Service Categories
840	Career Awareness: Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. 34 *CFR*-§ 300.29
850	Work Experience Education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 *CFR* 300.26)
855	Job Coaching Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.
865	Agency Linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income). 34 *CFR* § 613
870	Travel Training (includes mobility training):
890	Other Transition Services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.
900	Other Special Education/Related Services: Any other specialized service required for a student with a disability to receive educational benefit.

Appendix B

List of Errors and Warnings

CASEMIS software generates three types of errors and warnings while verifying student level data tables. These are: (1) file verification errors, (2) file verification warnings, and (3) warnings for possible duplicate records.

These errors and warnings are listed in numerical order with explanations of the message and how to correct them. All **errors must be corrected** and the **warning messages must be verified** to make sure they are not errors.

File Verification Errors

Error	Error Message and Explanation
D911	DUPLICATE STUDENT NAME, BIRTHDATE, GENDER The student has the same LAST_NAME, FIRST_NAME, BIRTHDATE, and GENDER as another student in the data table. Please verify all other information in the record for these students and make sure they are not the same student. If the records are about the same student, remove all but one record on the student from the table.
E100	SELPA_CODE IS IN ERROR The entry in the field SELPA_CODE is not one of the codes listed, or the field is blank. Enter the correct four-digit code for your SELPA or SOP.
E101	SELPA_FROM CODE IS IN ERROR The entry in the field SELPA_FROM is not one of the codes listed. Enter the correct code from the SELPA code list.
E102	DIST_SERV CODE IS IN ERROR The entry in the field DIST_SERV is not a valid district/site code, or the field is blank. Please verify the entry against the list of districts under this SELPA/SOP and enter the correct seven-digit DIST_SERV code (2-digit county code plus 5-digit district code). You may obtain the correct county-district code from the *California Public School Directory*.
E103	DIST_RESI CODE IS IN ERROR The entry in the field DIST_RESI is not a valid district code or the field is blank. Please verify the code against the CDS (county-district-school) codes published in the *California Public School Directory* and enter the correct code.
E104	STUDENT_ID IS BLANK There is no entry in the field STUDENT_ID. This field must contain a student identifier, assigned by the SELPA or SOP.
E105	DUPLICATE STUDENT, SEE RECORD NNNNNN The entry in the field STUDENT_ID is the same as in another record in the file. The entry in the field STUDENT_ID must be unique -- no two students in the same SELPA/SOP can have the same code in the field STUDENT_ID.
E106	SSN CODE IS IN ERROR The entry in the field SSN (social security number) is not a valid number. The entry must have only numeric data. Please enter correct social security number.
E107	DUPLICATE SSN, SEE RECORD NNNNNN The entry in the field SSN (social security number) is the same as in another record in the file. The SSN must be unique -- no two students may have the same social security number.

Error	Error Message and Explanation
E108	REPT_DATE IS NOT MM/DD/CCYY The entry in the field REPT_DATE is not one of the dates for the state reporting requirements, or the field is blank. See Field Detail in Chapter II for correct reporting dates under this field. Enter appropriate date to correct the error.
E109	SCH_CODE IS BLANK The entry in the field SCH_CODE is blank. This field must have a seven-digit school code from the *California Public School Directory* or *California Private School Directory*. If a numeric code for a school of attendance is not available from the above two documents, enter the first seven letters of the name of the school.
E110	SCH_TYPE CODE IS IN ERROR The entry in the field SCH_TYPE is not one of the codes listed for the field. Please enter correct code.
E111	LAST_NAME IS BLANK OR IN ERROR The entry in the field LAST_NAME is blank or the name starts with a blank or includes a special character. Enter the correct last name.
E112	FIRST_NAME IS BLANK OR IN ERROR The entry in the field FIRST_NAME is blank or the name starts with a blank or includes a special character. Enter the correct first name.
E113	BIRTHDATE IS BLANK OR IN ERROR There is no data in the field BIRTHDATE or the entry in the field is not a valid date. Enter the correct date in this field.
E114	BIRTHDATE IS AFTER REPORTING DATE The entry in the field BIRTHDATE is after REPT_DATE. BIRTHDATE can never be after the reporting date. Enter correct date(s) in either or both fields.
E115	AGE IS 23 OR OVER FOR ACTIVE STUDENT The age of an active student (who is still in the program) computed as of the REPT_DATE cannot be 23 years or more. If the BIRTHDATE is in error, enter the correct date in the BIRTHDATE field. If, however, the student is over age 22, the student can no longer be an active student; in that case, exit the student with an appropriate date in the field EXIT_DATE.
E116	AGE IS OVER 23 UPON EXIT The age of the student is over 23 as of the EXIT_DATE. A student can, at most, be 23 years old upon exit from special education. If the BIRTHDATE is incorrect, causing this error, enter correct BIRTHDATE. If the EXIT_DATE is incorrect, enter the correct EXIT_DATE.
E117	BIRTHDATE IS AFTER EXIT_DATE The entry in the field BIRTHDATE is after EXIT_DATE. BIRTHDATE cannot be after exit date. Enter correct date(s) in one or both fields.
E118	GENDER IS NOT M OR F The entry in the field GENDER is not "M" or "F". Enter correct entry in the field.
E119	ETHNICITY CODE IS IN ERROR The ETHNICITY code is not one of those listed under this field. Enter the correct code in this field. ETHNICITY is a mandatory field.
E120	EL CODE IS IN ERROR The entry in the field English Learner is not "Y" or "N". Enter the correct code in this field.

Error	Error Message and Explanation
E121	EL TRUE FOR NATIV_LANG ENGLISH The entry in the field English Learner is "Y", while the entry in the field NATIV_LANG is "00" or blank (English). A student cannot be limited English proficient, if NATIV_LANG is English. Enter the correct code in EL and/or NATIV_LANG field(s).
E122	NATIV_LANG CODE IS IN ERROR The NATIV_LANG code is not one of those listed under this field. Enter the correct code in this field.
E123	MIGRANT CODE IS IN ERROR The entry in the field MIGRANT is not "Y" or "N". Enter the correct code in this field.
E124	RESID_STAT CODE IS IN ERROR The RESID_STAT code is not one of those listed under this field. Enter the correct code in this field.
E125	ENTRY_DATE IS BLANK OR IN ERROR There is no data in the field ENTRY_DATE or the entry in the field is not a valid date. Enter the actual of first entry into special education in this field.
E126	ENTRY_DATE IS BEFORE BIRTHDATE The date in the field ENTRY_DATE is before BIRTHDATE. Entry date cannot be before BIRTHDATE. Enter correct date(s) in ENTRY_DATE and/or BIRTHDATE field(s).
E127	ENTRY_DATE IS AFTER REPORTING DATE The date in the field ENTRY_DATE is after REPT_DATE. Entry date cannot be after the reporting date. Enter correct date(s) in ENTRY_DATE and/or REPT_DATE field(s).
E128	LAST_IEP IS BLANK OR IN ERROR There is no data in the field LAST_IEP or the entry in the field is not a valid date. Enter the correct date of the last IEP meeting in this field.
E129	LAST_IEP IS BEFORE BIRTHDATE The date in the field LAST_IEP is before BIRTHDATE. LAST_IEP cannot be before BIRTHDATE. Enter correct date(s) in LAST_IEP and/or BIRTHDATE field(s).
E130	LAST_IEP MUST BE AN ACTUAL DATE The date in the field LAST_IEP is a future date or projected date, based on the calendar and clock in your computer. The date of last IEP meeting must be an actual date that took place in the past -- not a meeting date in the future. Enter the latest IEP meeting date in this field.
E131	LAST_EVAL IS BEFORE BIRTHDATE The date in the field LAST_EVAL is before BIRTHDATE. The date of last evaluation cannot be before BIRTHDATE. Enter correct date(s) in LAST_EVAL and/or BIRTHDATE field(s).
E132	LAST_EVAL MUST BE AN ACTUAL DATE The date in the field LAST_EVAL is a future date or projected date, based on the calendar and clock in your computer. The date of last evaluation must be an actual date that took place in the past -- not a projected date in the future. Enter the latest evaluation date in this field.
E133	LAST_EVAL IS BLANK OR IN ERROR There is no data in the field LAST_EVAL or the entry in the field is not a valid date. Enter the correct date of the last evaluation in the field.

Error	Error Message and Explanation
E134	DISABILIT1 CODE IS IN ERROR The DISABILIT1 code is not of the listed under this entry. Enter a correct code in the field.
E135	GRADE IS IN ERROR The GRADE code is not one of those listed under this field. The entry in this field must be 01-18. Enter the correct code in this field.
E136	GRADE IS GG FOR AGE AA The entry in the field GRADE is "13" (12+/transition) for age under 16. It is highly unlikely for a special education student under 16 to be in a community college or in a postsecondary program. Enter the correct code(s) in GRADE and/or BIRTHDATE.
E137	GRADE IS GG FOR AGE AA The student is at least three years younger than the normal age for the reported GRADE. It is highly unlikely for a special education student of age "AA" to be in GRADE "GG". Enter the correct code(s) in GRADE and/or BIRTHDATE.
E138	GRADE IS GG FOR AGE AA The student is at least five years older than the normal age for the reported GRADE. It is highly unlikely for a student of age "AA" to be in GRADE "GG". Enter the correct code(s) in GRADE and/or BIRTHDATE. You may also use code "15" (ungraded) to correct the error.
E139	AGE IS AA FOR GRADE INFANT The student is more than four years old for infant GRADE. Infant GRADE is limited to age group 0-2 years only. Enter the correct code(s) in GRADE and/or BIRTHDATE.
E140	GRADE IS PRESCHOOL FOR AGE AA The student is less than two or more than seven years old for preschool GRADE. Preschool GRADE is limited to age group 3-5 years only. Enter the correct code(s) in GRADE and/or BIRTHDATE.
E141	GRADE IS KINDERGARTEN FOR AGE AA The student is less than three years old for kindergarten. Enter the correct code(s) in GRADE and/or BIRTHDATE.
E142	GRADE IS KINDERGARTEN FOR AGE AA The student is more than ten years old for kindergarten. Enter the correct code(s) in GRADE and/or BIRTHDATE.
E149	DUPLICATE ETHNICITY CODES Two or more of the entries in the fields ETHNICITY1-4 have the same code. An ethnicity code may only be used once per student. Please remove one or more of the duplicate codes. Or, if one or more codes are in error please enter correct code(s).
E150	EXIT_DATE IS BEFORE ENTRY_DATE The date in the field EXIT_DATE is before ENTRY_DATE. A student can not exit from the program before entering the program. Enter correct date(s) in EXIT_DATE and/or ENTRY_DATE field(s).
E151	EXIT_DATE IS BEFORE REPORTING DATE The date in the field EXIT_DATE is before REPT_DATE. For the December enrollment reports, an active student can not exit before the reporting date. Enter correct date(s) in EXIT_DATE and/or REPT_DATE field(s).

Error	Error Message and Explanation
E152	EXIT_DATE MUST BE AN ACTUAL DATE The date in the field EXIT_DATE is a future date according to the calendar and clock in the computer. By definition, an exit date is an actual date of exit from the program -- not a projected date of exit. Enter the actual exit date in the field EXIT_DATE.
E153	NO EXIT_DATE FOR EXIT_RESON NN There is no entry in the field EXIT_DATE but there is an entry "NN" in the field EXIT_RESON. A student can have an exit reason only after the student has exited the program. Enter the exit date in the field EXIT_DATE or if the student has not exited the program, leave EXIT_RESON field blank.
E154	EXIT_DATE IS BEFORE MM/DD/CCYY The date in the field EXIT_DATE is before the starting date "MM/DD/CCYY" of the school year in the End-of-Year data file. A student may not have exited before the school year to be in the End-of-Year data file. Enter the correct EXIT_DATE or remove the record from the End-of-Year data file.
E155	EXIT_RESON CODE IS IN ERROR The entry in the field EXIT_RESON is not one of those listed under this field. Enter the correct code in EXIT_RESON field.
E156	STUDENT GRADUATING AT AGE NN The entry in the field EXIT_RESON is "71" (graduated from high school with diploma) or "72" (graduated from high school certificate of completion or other than diploma.) or “81” (GED) for a student under age 16. It is highly unlikely for a student to graduate under age 16. If the BIRTHDATE is incorrect, causing this error, enter the correct BIRTHDATE. Otherwise, enter the correct code in the field EXIT_RESON.
E157	STUDENT AGE:NN MAX AGE TO EXIT >=21 The entry in the field EXIT_RESON is "73" (maximum age) for age less than 21. A student exiting special education as a result of reaching maximum age must be of age 21 or more. Enter the correct code in the field EXIT_RESON. If the BIRTHDATE is in error, enter the correct BIRTHDATE.
E158	LAST_IEP IS AFTER EXIT_DATE The entry in the field LAST_IEP is after EXIT_DATE. The LAST_IEP date must be before EXIT_DATE for a student. Please verify the date(s) and/or correct the error(s).
E159	LAST_EVAL IS AFTER EXIT_DATE The entry in the field LAST_EVAL is after EXIT_DATE. The LAST_EVAL date must be before EXIT_DATE for a student. Please verify the date(s) and/or correct the error(s).
E160	REFR_DATE IS BEFORE BIRTHDATE The entry in the field REFR_DATE is before the date in the field BIRTHDATE. A student cannot be referred for determining eligibility for special education before birthdate. Please verify the entries in these two fields and correct the error.
E161	REFR_DATE IS AFTER REPT_DATE The entry in the field REFR_DATE is after the date in the field REPT_DATE. If a student is referred after the reporting date, the student may not be part of the data file for the reporting cycle. Please enter correct date(s) or remove the record from the data table.

Error	Error Message and Explanation
E162	REFR_DATE IS BLANK FOR INFANT There is no entry in the field REFR_DATE for an infant (age 0-2). Please enter the referral date for the infant or if the BIRTHDATE of the student is incorrect, enter the correct birth date.
E163	SOLE_LOW CODE IS IN ERROR The entry in the field SOLE_LOW is not one of the codes on the list under this data field for an infant (age 0-2) who has a low-incidence disability (Hearing Impairment, Deafness, Visual Impairment, Orthopedic Impairment or Deaf-blindness) in the field DISABILIT1. If the entry in the field DISABILIT2 is not “220”, “230”, “250”, “270” or “300”, please leave this field (SOLE_LOW) blank.
E164	FEDSET_PRS CODE IS IN ERROR The entry in the field FEDSET_PRS is not one of the codes on the list under this data field. Please enter correct code. There MUST be an entry in this field for students ages 3-5.
E165	FEDSET_PRS CODE IS FOR UNDER AGE 3 There is an entry in the field FEDSET_PRS for a student under age 3. A student must be at least 3 years old to be in a preschool setting. If the student's birth date is in error, correct the birth date or leave the field blank.
E166	IN_REGCLS CODE IS IN ERROR The entry in the field IN_REGCLS is not valid. Please verify the entry and correct the error.
E172	NO SERVICES TABLE There is no service data table for a CASEMIS student on file. Please remove the record or correct the error.
E174	PLAN_TYPE IS EITHER BLANK OR INVALID The entry in the field PLAN_TYPE is not 10, 20, 80, 90 or is not one of the codes listed under the field. Please verify the entry and correct the error.
E181	INFANT_SET CODE IS IN ERROR The entry in INFANT_SET is an invalid setting code. Please verify the entry and correct the error
E182	MHS_ELIGIB CODE IN ERROR The entry in MHS_ELIGIB is an invalid code. Please verify the entry and correct the error.
E183	MHS_LANG CODE IN ERROR The entry in MHS_LANG is an invalid code. Please verify the entry and correct the error.
E185	EARLY_INT CODE IS IN ERROR The entry in the field EARLY_INT is not one of the codes on the list under the field. Please verify the entry and correct the error.
E186	REFR_BY IS EMPTY WITH REFR_DATE There is no entry in the field REFR_BY for a valid REFR_DATE. Please enter REFR_BY for a valid REFR_DATE.
E187	REFR_BY CODE IS IN ERROR The entry in the field REFR_BY is not one of the codes on the list under the field. Please verify the entry and correct the error.
E188	PRNT_CSNT BEFORE REFR_DATE OR BIRTHDATE The entry in the field PRNT_CSNT is before the date in the field REFR_DATE or BIRTHDATE. Please enter a correct date.

Error	Error Message and Explanation
E189	INIT_EVAL BEFORE PRNT_CSNT OR BIRTHDATE The entry in the field INIT_EVAL is before the date in the field PRNT_CSNT or BIRTHDATE. Please enter a correct date.
E190	INIT_EVAL IS AFTER LAST_IEP The entry in the field INIT_EVAL is after the date in the field LAST_IEP. Please enter a correct date.
E191	DISABILIT2 CODE IS IN ERROR The entry in the field DISABILIT2 is not one of the codes on the list under the field. Please verify the entry, and correct the error.
E192	DUPLICATE DISABILIT CODE ERROR Entries in the fields DISABILIT1 and DISABILIT2 have the same code. A disability code may only be used once per student. Please remove one or more of the duplicate codes. Or, if one or more codes is in error please enter correct code(s).
E193	FEDSET_INF CODE IS IN ERROR The entry in the field FEDSET_INF is not one of the codes on the list under the field for an infant (ages 0-2). There must be an entry for an infant. Please verify the entry, and correct the error.
E194	FEDSET_SCH CODE IS IN ERROR The entry in the field FEDSET_SCH is not one of the codes on the list under the field for an infant (ages 6-22). There must be an entry for students ages 6-22. Please verify the entry, and correct the error.
E195	DUPLICATE ENTRIES IN FIELDS TRAN_GOAL1-4 Entries in the fields TRAN_GOAL1 to TRAN_GOAL4 have one or more of the same codes. A TRAN_GOAL X code may only be used once per student. Please remove one or more of the duplicate codes. Or, if one or more codes is in error please enter correct code(s).
E196	TRAN_GOAL X CODE IS IN ERROR The entry in the field TRAN_GOAL X is not one of the codes on the list under the field. Please verify the entry, and correct the error.
E197	SPEC_TRANS CODE IS IN ERROR The entry in the field SPEC_TRANS is not one of the codes on the list under the field. Please verify the entry, and correct the error.
E198	GRAD_PLAN CODE IS IN ERROR The entry in the field GRAD_PLAN is not one of the codes on the list under the field. Please verify the entry, and correct the error.
E200	NO SERVICES RECORD FOR STUDENT There is no services record I the SERVICE data table for student.
E201	NO STUDENT RECORD FOR SERVICES A record exists in the Services Data Table (Table B) that has no corresponding student record in the CASEMIS Student Data Table (Table A). For a valid entry in the Services Data Table, there must be a record with the same SELPA_CODE and STUDENT_ID for that student in the CASEMIS Student Data Table. Please verify the data and correct the error.
E-202	SERVICE CODE IS IN ERROR The entry in the field SERVICE is not one of the codes on the list under the field. Please verify the entry and correct the error.
E204	LOCATION CODE IS IN ERROR The entry in the field LOCATION is not one of the codes on the list under the field. Please verify the entry and correct the error.

Error	Error Message and Explanation
E205	FREQUENCY CODE IS IN ERROR The entry in the field FREQUENCY is not one of the codes on the list under the field. Please verify the entry and correct the error.
E206	DURATION CODE IS IN ERROR The entry in the field DURATION is not a valid format. See the field for definition. Please verify the entry and correct the error. This number cannot be less than 10.
E208	REPT_DATE IS NOT MM/DD/CCYY The entry in the field REPT_DATE is not one of the dates for the state reporting requirements, or the field is blank. See Field Detail in Chapter II for correct reporting dates under this field. Enter appropriate date to correct the error.
E209	FREQUENCY CODE FOR AGES 0-2 AND MH The entry in the field FREQUENCY is not one of the codes on the list under the field for an infant (ages 0-2) and Mental Health. There must be an entry for an infant and Mental Health. Please verify the entry, and correct the error.
E210	DURATION ERROR FOR AGES 0-2 and MH The entry in the field DURATION is not one of the valid entries for the field for an infant (ages 0-2) and Mental Health. There must be an entry for an infant and Mental Health. Please verify the entry, and correct the error.
E211	SERVICE DUPLICATE FOUND SEE: NN Entries in the SERVICE field records for the same student have one or more of the same codes. A SERVICE code may only be used once per student. Please remove one or more of the duplicate codes. Or, if one or more codes is in error please enter correct code(s).
E213	PROVIDER CODE IS IN ERROR The entry in the field PROVIDER is not one of the codes on the list under the field. Please verify the entry, and correct the error.
E214	PROVIDER ERROR FOR AGES 0-2 AND MH The entry in the field PROVIDER is not one of the codes on the list under the field for an infant (ages 0-2) and Mental Health. There must be an entry for an infant and Mental Health. Please verify the entry, and correct the error.
E300	NO STUDENT RECORD FOR DISCIPLINE DATA A record was found in the Discipline Data Table (Table C) that has no corresponding student record in the CASEMIS Student Data Table (Table A). For an entry in the Discipline Data Table, there MUST be a record with the same SELPA_CODE and STUDENT_ID for that student in the CASEMIS Student Data Table. Please verify the data and correct the error.
E301	DSPL_DATE IS BEFORE /AFTER SCHOOL YEAR The date in the field DSPL_DATE is either before or after the duration of the school year. If the data of the disciplinary action was before the school year or after the school year, the incident shall not be reported in the current year's data table. Please correct the error.
E302	DSPL_TYPE CODE IS IN ERROR The entry in the field DSPL_TYPE is not one of the codes on the list under the field. Please verify the list and enter the correct code.
E303	DSPL_DAYS CODE IS IN ERROR The entry in the field DSPL_DAYS is not a valid code. Please check the entry and correct the error. Note that the number of days cannot be more than 365.

Error	Error Message and Explanation
E304	DSPL_BY CODE IS IN ERROR The entry in the field DSPL_BY is not a valid code. Please check the entry and correct the error.
E305	REASON1 CODE IS IN ERROR The entry in the field REASON1 is not one of the codes on the list under the field. Please verify the list and enter the correct code. Note that this field cannot be left blank.
E306	REASON2 CODE IS IN ERROR The entry in the field REASON2 is not one of the codes on the list under the field. Please verify the list and enter the correct code.
E307	REASON3 CODE IS IN ERROR The entry in the field REASON3 is not one of the codes on the list under the field. Please verify the list and enter the correct code.
E308	DSPL_STAT CODE IS IN ERROR The entry in the field DSPL_STAT is not one of the codes on the list under the field. Please verify the list and enter the correct code.
E400	REPT_DATE IS IN ERROR The entry in the field REPT_DATE is not one of the dates for the state reporting requirements, or the field is blank. See Field Detail in Chapter II for correct reporting dates under this field. Enter appropriate date to correct the error.
E401	SELPA_CODE IS IN ERROR The entry in the field SELPA_CODE is not one of the codes listed, or the field is blank. Enter the correct four-digit code for your SELPA or SOP.
E402	DIST_SERV CODE IS IN ERROR The entry in the field DIST_SERV is not a valid district/site code, or the field is blank. Please verify the entry against the list of districts under this SELPA/SOP and enter the correct seven-digit DIST_SERV code (2-digit county code plus 5-digit district code). You may obtain the correct county-district code from the California Public School Directory.
E403	DIST_RESI CODE IS IN ERROR The entry in the field DIST_RESI is not a valid district/site code, or the field is blank. Please verify the entry against the list of districts under this SELPA/SOP and enter the correct seven-digit DIST_RESI code (2-digit county code plus 5-digit district code). You may obtain the correct county-district code from the California Public School Directory.
E404	SCH_CODE CODE IS IN ERROR
E405	LAST_NAME IS BLANK OR IN ERROR The entry in the field LAST_NAME is blank or the name starts with a blank or includes a special character. Enter the correct last name.
E406	FIRST_NAME IS BLANK OR IN ERROR The entry in the field FIRST_NAME is blank or the name starts with a blank or includes a special character. Enter the correct first name.
E407	STUDENT_ID IS BLANK There is no entry in the field STUDENT_ID. This field must contain a student identifier, assigned by the SELPA or SOP.
E408	SSN CODE IS IN ERROR The entry in the field SSN (social security number) is not a valid number. The entry must have only numeric data. Please enter correct social security number.

Error	Error Message and Explanation
E409	BIRTHDATE IS BLANK OR IN ERROR There is no data in the field BIRTHDATE or the entry in the field is not a valid date. Enter the correct date in this field.
E410	GENDER IS NOT M OR F The entry in the field GENDER is not "M" or "F". Enter correct entry in the field.
E411	ETHNICITY CODE IS IN ERROR The ETHNICITY code is not one of those listed under this field. Enter the correct code in this field. ETHNICITY is a mandatory field.
E412	PST_SECPRG CODE IS IN ERROR The entry in the field PST_SECPRG is not one the codes listed for that field. Please verify the code and correct the error.
E413	PST_SECEMP CODE IS IN ERROR The entry in the field PST_SECEMP is not one the codes listed for that field. Please verify the code and correct the error
E414	SCH_TYPE CODE IS IN ERROR The entry in the field SCH_TYPE is not one of the codes listed for the field. Please verify the entry and correct the error.
E416	DUPLICATE ETHNICITY CODES Two or more of the entries in the fields ETHNICITY1-4 have the same code. An ethnicity code may only be used once per student. Please remove one or more of the duplicate codes. Or, if one or more codes are in error, please enter correct code(s).
E501	PRNT_CSNT IS EMPTY W/ CURRENT ENTRY_DATE The field PRNT_CSNT must have an entry. Please verify the entry and correct the error.
E502	INIT_EVAL IS EMPTY W/ CURRENT ENTRY_DATE The field INIT_EVAL must have an entry. Please verify the entry and correct the error.
E503	REFR_DATE EMPTY W/ CURRENT ENTRY_DATE The field REFR_DATE must have an entry. Please verify the entry and correct the error.
E504	EMPTY IN_RFRBY WITH IN_RFRDATE ENTRY There is no entry in the field IN_RFRBY for an infant (age 0-2). For valid IN_RFRDATE. Please enter the IN_RFRBY for a valid IN_RFRDATE.
E505	EMPTY IN_PRNTCST WITH IN_RFRDATE ENTRY The field IN_PRNTCST must have an entry with valid IN_RFRDATE entry. Please verify the entry and correct the error.
E506	EMPTY IN_INTEVAL WITH IN_RFRDATE ENTRY The field IN_INEVAL must have an entry with valid IN_RFRDATE entry. Please verify the entry and correct the error.
E507	IN_PRNTCST BEFORE IN_RFRDATE OR BIRTHDATE The date in the field IN_PRNTCST is before IN_RFRDATE or BIRTHDATE. IN_PRNTCST date cannot be before IN_RFRDATE or BIRTHDATE. Enter correct date(s) in IN_PRNTCST and/or BIRTHDATE field(s).
E508	IN_RFRBY CODE IS IN ERROR The entry in the field IN_RFRBY is not one of the codes on the list under the field. Please verify the entry and correct the error.

Error	Error Message and Explanation
E509	IN_RFRDATE IS BEFORE BIRTHDATE The entry in the field IN_RFR_DATE is before the date in the field BIRTHDATE. A student cannot be referred for determining eligibility for special education before BIRTHDATE. Please verify the entries in these two fields and correct the error.
E510	IN_RFRDATE IS AFTER REPT_DATE The entry in the field IN_RFRDATE is after the date in the field REPT_DATE. If an infant is referred after the reporting date, the student may not be part of the data file for the reporting cycle. Please enter correct date(s) or remove the record from the data table.
E511	PARTI_CAH CODE IS IN ERROR The entry for the field PARTI_CAH is not one of the codes listed for the field. Please verify the entry and correct the error.
E512	PARTI_MATH CODE IS IN ERROR The entry for the field PARTI_MATH is not one of the codes listed for the field. Please verify the entry and correct the error.
E513	PARTI_SCI CODE IS IN ERROR The entry for the field PARTI_SCI is not one of the codes listed for the field. Please verify the entry and correct the error
E514	PARTI_ELA CODE IS IN ERROR The entry for the field PARTI_ELA is not one of the codes listed for the field. Please verify the entry and correct the error.
E515	PARTI_HIS CODE IS IN ERROR The entry for the field PARTI_ELA is not one of the codes listed for the field. Please verify the entry and correct the error.
E516	PARTI_WRTG CODE IS IN ERROR The entry for the field PARTI_ELA is not one of the codes listed for the field. Please verify the entry and correct the error.
E517	EVLDLAY CODE IS IN ERROR The entry for the field EVLDLY is not one of the codes listed for the field. Please verify the entry and correct the error.
E518	TBDDLAY CODE IS IN ERROR The entry for the field TBDDLY is not one of the codes listed for the field. Please verify the entry and correct the error.

File Verification Warnings

Warning	Warning Message and Explanation
W900	RESID_STAT CODE IS 71 OR 72 The entry in the field RESID_STAT is "71" (State Hospital) or "72" (Developmental Center) for an LEA. These codes are generally used by the state operated programs and they are not meant for the LEAs, unless there are special circumstances. Make sure it is not an error. Also make sure that the student is not reported by both agencies.
W901	RESID_STAT CODE IS NOT 71 OR 72 The entry in the field RESID_STAT is not "71" (State Hospital) or "72" (Developmental Center) for corresponding RESID_STAT codes in programs operated by the Department of Developmental Services (DDS). Please verify the entries in these two fields to make sure the codes are correct.
W902	RESID_STAT CODE IS NOT 60 The entry in the field RESID_STAT is not "60" for programs operated by the California Department of Corrections and Rehabilitation, Division of Juvenile Justice. It is unlikely that the individuals under these institutions have different residential status. Make sure that it is not an error.
W903	GRADE IS GG FOR AGE AA The entry in the field GRADE is "13" (12+/transition) for age under 17. It is highly unlikely, if not impossible, to be in community college or in a postsecondary program for a student under age 17. Check the GRADE code and the BIRTHDATE to make sure there is no error.
W904	GRADE IS GG FOR AGE AA The student is at least two years younger than the normal age for the reported GRADE. Please check the field(s) BIRTHDATE and/or GRADE to make sure this is not an error.
W905	AGE IS AA FOR GRADE INFANT The age of the student is more than three years while GRADE is "16" (Infant). Generally, a student in an infant program is under three years of age. Make sure this is not an error.
W906	GRADE IS PRESCHOOL FOR AGE NN The entry in the field GRADE is "17" (Preschool) for age higher than six years. Normally, the preschool program is for students who are of age group 3-5, although there may be exceptions. Make sure that the BIRTHDATE and GRADE fields have the correct codes.
W907	GRADE IS KINDERGARTEN FOR AGE AA The entry in the field GRADE is "18" (Kindergarten) for age less than four years. Normally the age of a kindergarten student is five years. Make sure this is not an error.
W909	LAST_IEP IS OVER ONE YEAR The entry in the field LAST_IEP is more than one year before the REPT_DATE or more than one year before the EXIT_DATE if there is an entry in the field EXIT_DATE. Please make sure this is not an error.
W910	LAST_EVAL IS OVER THREE YEARS The entry in the field LAST_EVAL is more than three years before the REPT_DATE or more than three years before the EXIT_DATE if there is an entry in the field EXIT_DATE. Please make sure this is not an error.

Warning	Warning Message and Explanation
W914	INVALID AGE\GRADE\PLAN_TYPE FOR PARTICIP The entry in the field PARTICIP is not appropriate for the student's age and plan type. Please verify the student's age, plan type, and participation in statewide testing.
W916	PRNT_CSNT IS EMPTY W/ CURRENT ENTRY_DATE There is no entry in the field PRNT_CSNT with a valid current year entry date. There should be an entry for PRNT_CSNT for students who just have entered special education.
W917	INIT_EVAL IS EMPTY W/ CURRENT ENTRY_DATE There is no entry in the field INIT_EVAL with a valid current year entry date. There should be an entry for INIT_EVAL for students who just have entered special education.
W918	REFR_DATE EMPTY W/ CURRENT ENTRY_DATE There is no entry in the field REFR_DATE with a valid current year entry date. There should be an entry for REFR_DATE for students who just have entered special education.
W919	TRAN_GOAL1 EMPTY FOR AGE 15 AND OLDER There is no entry in the field TRAN_GOAL1 for age 15 and older. There should be an entry for TRAN_GOAL1 for age 15 and older.
W920	NO GRAD_PLAN FOR GRADE 8 AND UP There is no entry in the field GRAD_PLAN for grade 8 and up. Should be an entry for GRAD_PLAN for grade 8 and higher.
W925	STUDENT EXISTS IN TABLE A OR ID DUPLICATE Student with same SELPA_CODE and STUDENT_ID exists in both Table A and Table D. Please verify and correct the error.
W926	DISABILIT1 or DISABILIT2 is EMD (281) FOR AGE LESS THAN 3 OR AGE IS GREATER THAN 4 The disability code 281 is only for ages 3 and 4. Please verify the entry and correct the error.
W927	EXIT RESON PASSED SUNSET DATE The EXIT_RESON code 82 is valid through December 31, 2007. Please verify the entry and correct the error.
W928	PARTI_CAH CODE IS IN ERROR FOR TESTING RANGE Student is in testing range. Please verify entry and correct the error.
W929	PARTI_MATH CODE IS IN ERROR FOR TESTING RANGE Student is in testing range. Please verify entry and correct the error.
W930	PARTI_SCI CODE IS IN ERROR FOR TESTING RANGE Student is in testing range. Please verify entry and correct the error.
W931	PARTI_ELA CODE IS IN ERROR FOR TESTING RANGE Student is in testing range. Please verify entry and correct the error.
W932	PARTI_HISCODE IS IN ERROR FOR TESTING RANGE Student is in testing range. Please verify entry and correct the error.
W934	PARTI_WRTG CODE IS IN ERROR FOR TESTING RANGE Student is in testing range. Please verify entry and correct the error.

Warning	Warning Message and Explanation
W935	EVLDLAY CODE IS MISSING Student evaluation is beyond the 60-day time line and reason code for delay is missing. Please verify data entries and correct the error.
W936	TBDLAY CODE IS MISSING Initial IEP is after third birthday and reason code is missing. Please verify data entries and correct the error.

Appendix C

California Statutes and Federal Law

California Education Code-Part 30

56601. (a) Each special education local plan area shall submit to the superintendent at least annually information, in a form and manner prescribed by the superintendent and developed in consultation with the special education local plan areas, in order for the superintendent to carry out the evaluation responsibilities pursuant to § 56602. This information shall include other statistical data, program information, and fiscal information that the superintendent may require. The superintendent shall use this information to answer questions from the Legislature and other state and federal agencies on program, policy, and fiscal issues of statewide interest.

(b) In order to assist the state in evaluating the effectiveness of special education programs, including transition and work experience programs, the superintendent is authorized to collect and utilize social security numbers of individuals with exceptional needs as pupil identification numbers beginning in the 1993-94 fiscal year and phased in over a two-year period. In a situation where a social security number is not available, the superintendent shall assign another student identification number for purposes of evaluating special education programs and related services. The superintendent shall not disclose personally identifiable, individual pupil records to any person, institution, agency, or organization except as authorized by § 1232g of Title 20 of the *United States Code* and Part 99 of Title 34 of the *Code of Federal Regulations*.

56602. Pursuant to subparagraph (C) of paragraph (16) of subsection (a) of § 1412 of Title 20 of the *United States Code* and § 80.40 of Title 34 of the *Code of Federal Regulations*, the superintendent shall submit to the board, the Legislature, and the Governor, a biennial performance report of the special educations programs implemented under this part.

20 *U.S.C*. Chapter 33 (Individuals with Disabilities Education Improvement Act, of 2004)

Section 1400. Short Title; Table of Contents; Findings; Purposes.

d) Purposes
The purposes of this chapter are--

(1)(A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;

(B) to ensure that the rights of children with disabilities and parents of such children are protected; and

(C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

(2) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;

(3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
(4) to assess, and ensure the effectiveness of, efforts to educate children with disabilities.

(Pub. L. 91-230, title VI, Sec. 601, as added Pub. L. 108-446, title I, Sec. 101, Dec. 3, 2004, 118 Stat. 2647.)

Section 1401. Definitions.
Except as otherwise provided, in this title:

(3) Child with a disability

(A) In general

The term ``child with a disability'' means a child--
(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this chapter as ``emotional disturbance''), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and
(ii) who, by reason thereof, needs special education and related services.

(B) Child aged 3 through 9

The term ``child with a disability'' for a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5), may, at the discretion of the State and the local educational agency, include a child--
(i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in 1 or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and
(ii) who, by reason thereof, needs special education and related services.

Section 1411. Authorization; Allotment; Use of Funds; Authorization of Appropriations.

(d) Allocations to States

(1) In general

After reserving funds for technical assistance, and for payments to the outlying areas, the freely associated States, and the Secretary of the Interior under subsections (b) and (c) for a fiscal year, the Secretary shall allocate the remaining amount among the States in accordance with this subsection.

(2) Special rule for use of fiscal year 1999 amount

If a State received any funds under this section for fiscal year 1999 on the basis of children aged 3 through 5, but does not make a free appropriate public education available to all children with disabilities aged 3 through 5 in the State in any subsequent fiscal year, the Secretary shall compute the State's amount for fiscal year 1999, solely for the purpose of calculating the State's allocation in that subsequent year under paragraph (3) or (4), by subtracting the amount allocated to the State for fiscal year 1999 on the basis of those children.

(3) Increase in funds

If the amount available for allocations to States under paragraph (1) for a fiscal year is equal to or greater than the amount allocated to the States under this paragraph for the preceding fiscal year, those allocations shall be calculated as follows:

(A) Allocation of increase

(i) In general

Except as provided in subparagraph (B), the Secretary shall allocate for the fiscal year--

(I) to each State the amount the State received under this section for fiscal year 1999;

(II) 85 percent of any remaining funds to States on the basis of the States' relative populations of children aged 3 through 21 who are of the same age as children with disabilities for whom the State ensures the availability of a free appropriate public education under this subchapter; and

(III) 15 percent of those remaining funds to States on the basis of the States' relative populations of children described in subclause (II) who are living in poverty.

(ii) Data

For the purpose of making grants under this paragraph, the Secretary shall use the most recent population data, including data on children living in poverty, that are available and satisfactory to the Secretary.

Section 1412. State Eligibility

(a) In general

A State is eligible for assistance under this subchapter for a fiscal year if the State submits a plan that provides assurances to the Secretary that the State has in effect policies and procedures to ensure that the State meets each of the following conditions:

(3) Child find

(A) In general

All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

(B) Construction

Nothing in this chapter requires that children be classified by their disability so long as each child who has a disability listed in section 1401 of this title and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under this subchapter.

(15) Performance goals and indicators

The State--
(A) has established goals for the performance of children with disabilities in the State that--

(i) promote the purposes of this chapter, as stated in section 1400(d) of this title;
(ii) are the same as the State's definition of adequate yearly progress, including the State's objectives for progress by children with disabilities, under section 6311(b)(2)(C) of this title; (iii) address graduation rates and dropout rates, as well as such other factors as the State may determine; and
(iv) are consistent, to the extent appropriate, with any other goals and standards for children established by the State;

(B) has established performance indicators the State will use to assess progress toward achieving the goals described in subparagraph (A), including measurable annual objectives for progress by children with disabilities under section 6311(b)(2)(C)(v)(II)(cc) of this title; and
(C) will annually report to the Secretary and the public on the progress of the State, and of children with disabilities in the State, toward meeting the goals established under subparagraph (A), which may include elements of the reports required under section 6311(h) of this title.

(16) Participation in assessments

(A) In general

All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 6311 of this title, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.

(B) Accommodation guidelines

The State (or, in the case of a districtwide assessment, the local educational agency) has developed guidelines for the provision of appropriate accommodations.

(22) Suspension and expulsion rates

(A) In general

The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities--

Section 1413. Local Education Agency Eligibility**.**

(A) in general

A local education agency is eligible for assistance under this part for a fiscal year id such agency submits a plan that provides assurances the State educational agency that it meets each of the following conditions:

(7) information for state educational agency—The local educational agency shall provide the State education agency with information necessary to enable the State educational agency to carry out its duties under this part, including, with respect to paragraphs (15) and (16) of § 612(a), information relating to the performance of children with disabilities participating in programs carried out under this part.

Section 1414. Evaluations, Eligibility Determinations, Individualized Educational Programs, and Educational Placements.

(a) Evaluations, parental consent, and reevaluations

(1) Initial evaluations

(A) In general

A State educational agency, other State agency, or local educational agency shall conduct a full and individual initial evaluation in accordance with this paragraph and subsection (b), before the initial provision of special education and related services to a child with a disability under this subchapter.

(2) Reevaluations

(A) In general

A local educational agency shall ensure that a reevaluation of each child with a disability is conducted in accordance with subsections (b) and (c)--

(i) if the local educational agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
(ii) if the child's parents or teacher requests a reevaluation.

Section 1415. Procedural Safeguards.

(A) Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

(B) Authority

School personnel under this subsection may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities).

Section 1418. Program Information.

(a) In general

Each State that receives assistance under this subchapter, and the Secretary of the Interior, shall provide data each year to the Secretary of Education and the public on the following:
(1)(A) The number and percentage of children with disabilities, by race, ethnicity, limited English proficiency status, gender, and disability category, who are in each of the following separate categories:
(i) Receiving a free appropriate public education.
(ii) Participating in regular education.
(iii) In separate classes, separate schools or facilities, or public or private residential facilities.
(iv) For each year of age from age 14 through 21, stopped receiving special education and related services because of program completion (including graduation with a regular secondary school diploma), or other reasons, and the reasons why those children stopped receiving special education and related services.
(v)(I) Removed to an interim alternative educational setting under section 1415(k)(1) of this title.
(II) The acts or items precipitating those removals.
(III) The number of children with disabilities who are subject to long-term suspensions or expulsions.

(B) The number and percentage of children with disabilities, by race, gender, and ethnicity, who are receiving early intervention services.
(3) Any other information that may be required by the Secretary.

(2) Sampling

The Secretary may permit States and the Secretary of the Interior to obtain the data described in subsection (a) through sampling.

(c) Technical assistance

The Secretary may provide technical assistance to States to ensure compliance with the data collection and reporting requirements under this chapter.

(d) Disproportionality

(1) In general

Each State that receives assistance under this subchapter, and the Secretary of the Interior, shall provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the local educational agencies of the State with respect to—

(A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 1401(3) of this title;

(2) Review and revision of policies, practices, and procedures

In the case of a determination of significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of such children, in accordance with paragraph (1), the State or the Secretary of the Interior, as the case may be, shall--
(A) provide for the review and, if appropriate, revision of the policies, procedures, and practices used in such identification or placement to ensure that such policies, procedures, and practices comply with the requirements of this chapter;

Section 1432. Definitions.

(3) Developmental delay

The term ``developmental delay'', when used with respect to an individual residing in a State, has the meaning given such term by the State under section 1435(a)(1) of this title.

Section 1435. Requirements For Statewide System.

(a) In general

A statewide system described in section 1433 of this title shall include, at a minimum, the following components:

(1) A rigorous definition of the term ``developmental delay'' that will be used by the State in carrying out programs under this subchapter in order to appropriately

identify infants and toddlers with disabilities that are in need of services under this subchapter

Appendix D

References

California Department of Education. *California Special Education Programs - A Composite of Laws*. 28th Edition, Sacramento: California Department of Education, 2006.

California Department of Education. *Feasibility Study Report for the Special Education Student Information System.* Sacramento: California Department of Education, 1988.

----------. *Individuals with Disabilities Education Improvement Act (IDEA 2004), Amendments of 2004 (Public Law 105-95).* Washington, D.C.: U.S. Government Printing Office 2004

----------. *Code of Federal Regulations, Education, 34 CFR Parts 300 and 301; The Federal* Register, Volume 71, No. 156 (August 14, 2006)

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