CSIS

Better data.
Better schools.™

CALPADS Overview and Fall 1 Prep

CALPADS Statewide Leadership Training Series

Fall 2024

© 2024 California School Information Services

Purpose of the Series

CISC
Curricular and Improvement Support Committee

CSIS
A FCMAT SERVICE

Presenters

Rebecca Aguila

Director of CALPADS & Accountability

Fresno County Superintendent of Schools

Greg Scull ✉
Deputy Operations Officer

Rob Canales ✉
Implementation Specialist

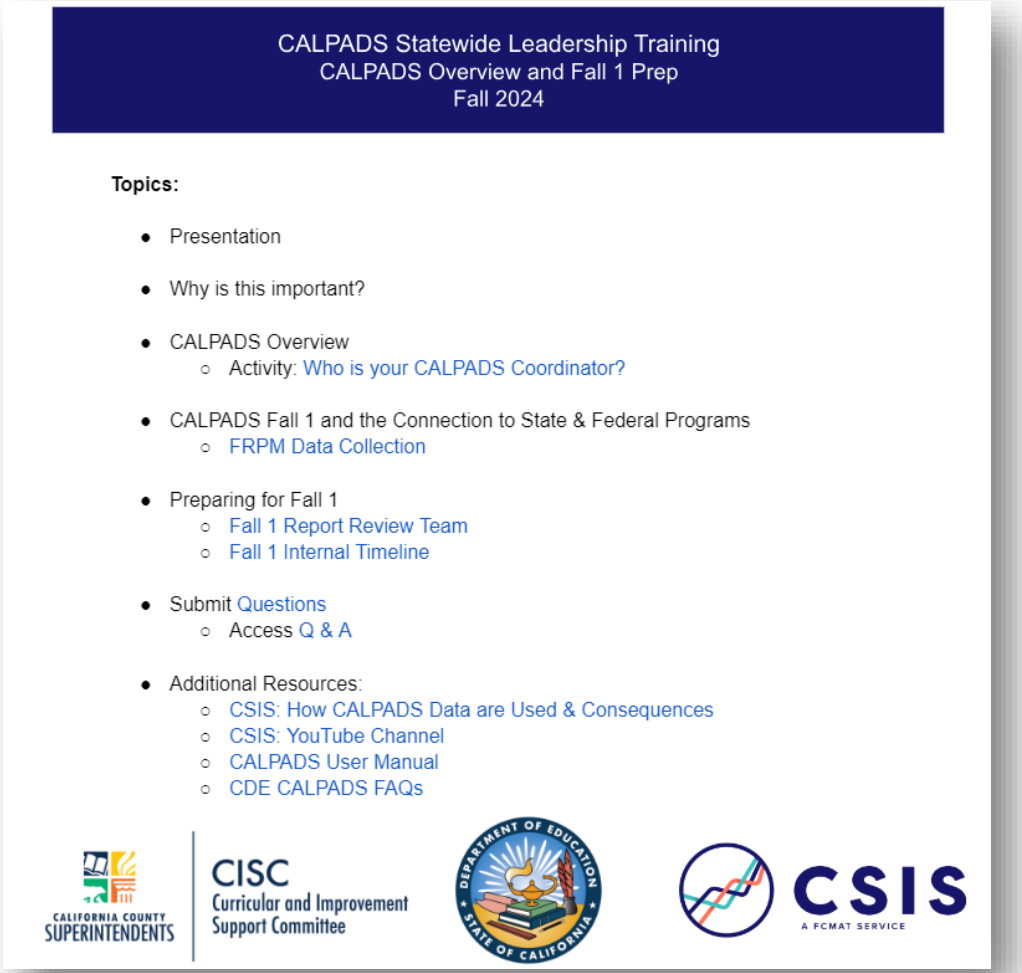
Matthew Clark ✉
Field Support Specialist

California School Information Services

Session Logistics

Agenda & Materials

https://bit.ly/CALPADSFall2024



Objectives for Today

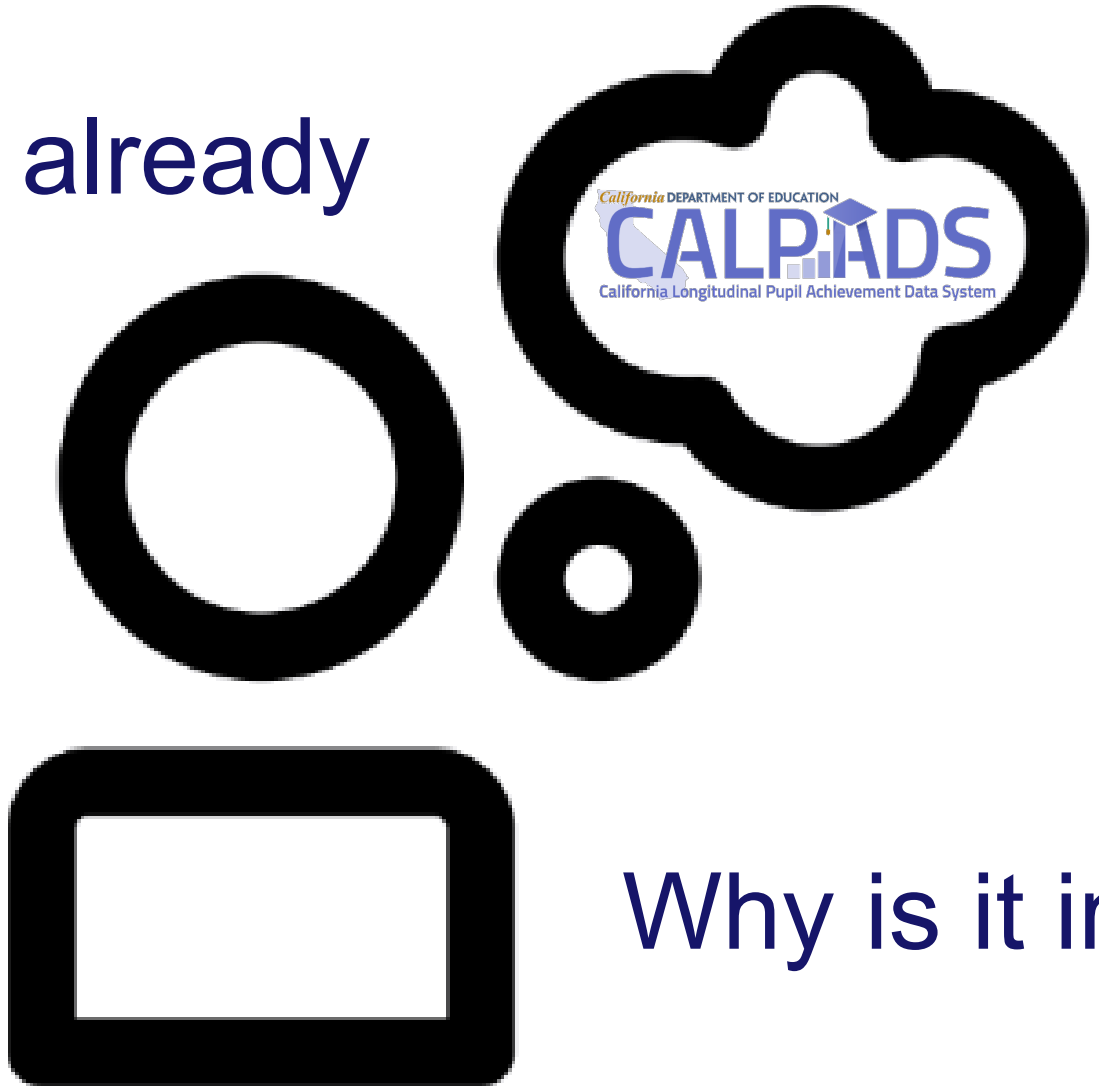
Administrators will leave with a:

- General understanding of CALPADS and why the data are important.
- Locally determined timeline to review and approve data.
- Plan for who will be part of your report review team.
- Collection of resources to assist with the review process.

Today's Journey…

We hope to end with…

What do you already know about CALPADS?



Why is it important?

Why is this important?

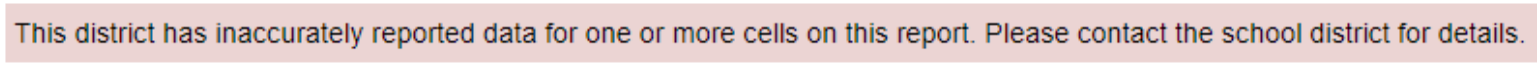
Do the data tell the true story?

Adverse Data Events:

- “At this point, the state’s enrollment data for ethnic and racial groups is incomplete because… failed to record the data for 70,000 students – about 1 in 7 students in the district. That’s **a big enough number to affect statewide percentages**.” – EdSource April 4, 2023
- “California Department of Education sent letters to nearly 250 schools last month – including more than half of the schools in… – asking them to re-check their attendance records after they submitted data to the state **showing every one of their students had perfect attendance** during the 2016-17 school year.” – EdSource April 1, 2018

Lessons Learned: It takes a village

- Pain points from not reviewing reports:
  - A-G completion rate was at a 0% for a comprehensive high school.
  - Graduation Rate for a district dropped to below 15% due to not submitting exit and school completion codes for comprehensive high school(s).
  - College/Career Indicator was incorrect due to 0% College Credit Courses and 0% CTE Pathway Completers.
  - Some LCFF S/C funding was lost due to not submitting Free or Reduced Lunch Program Meal eligibility records for a group of students.
- CDE will not allow edits to your data after the final deadline.



SB 114 & System of Support

- Release of the CA School Dashboard data reflecting the prior school year data:
  - 2023 Dashboard – December 15, 2023
  - 2024 Dashboard – December 1, 2024
  - 2025 Dashboard – November 15, 2025
  - 2026 Dashboard – October 15, 2026
- CALPADS timelines adjusted to support Dashboard publishing dates as specified in *EC* Section 52064.5(f)(3).
- Districts and COEs who fail to submit CALPADS data by the deadline will become eligible for technical assistance (DA) for two years. ⟵ **What is the eligibility criteria?**

SB 114 & System of Support

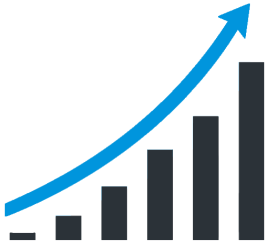
- SB 114 established new DA **eligibility criteria** for School Districts (*EC* 52071 [2][A–F]) and COEs (*EC* 52071.5 [c][1–6]) :
  - For any district that "fails to submit data according to the processes and timelines" as specified in *EC* 60900(f).
  - CALPADS statute states that "local educational agencies shall submit data according to the processes and timelines established by the CDE."
  - This includes submitting and certifying accurate, correct, and complete data by each certification deadline.

Why is this important?

Fall 1

- Current year enrollment counts including specific subgroup info
- Prior year dropouts
- Immigrant counts
- Free and reduced meal eligibility counts
- Unduplicated pupil count for LCFF
- English language acquisition status
- Language instruction program
- SpEd program plan type & related info

- LCFF supplemental & concentration funds
- Title I
- Title III Limited English Proficiency
- Title III Immigrant



- SARC
- Title VI & IX reports for Civil Rights Act
- IDEA
- DataQuest

Why is this important?

Fall 2

English Learner Services

Staff and Courses

Post-Secondary Status Outcome

Monitoring for EL Services

Teaching Assignment Monitoring Outcomes

SARC

CTE Completers (formerly E2 reporting)

Why is this important?

EOY 1	EOY 2	EOY 3	Cohort
College/Career Green	Title I	Chronic Absenteeism Green	Graduation Rate Green
Carl D. Perkins Vocational and Technical Education Act of 2006		Suspension Rate Green	College/Career Green

California Department of EDUCATION

DataQuest

Why is this important?

Retired in 2019

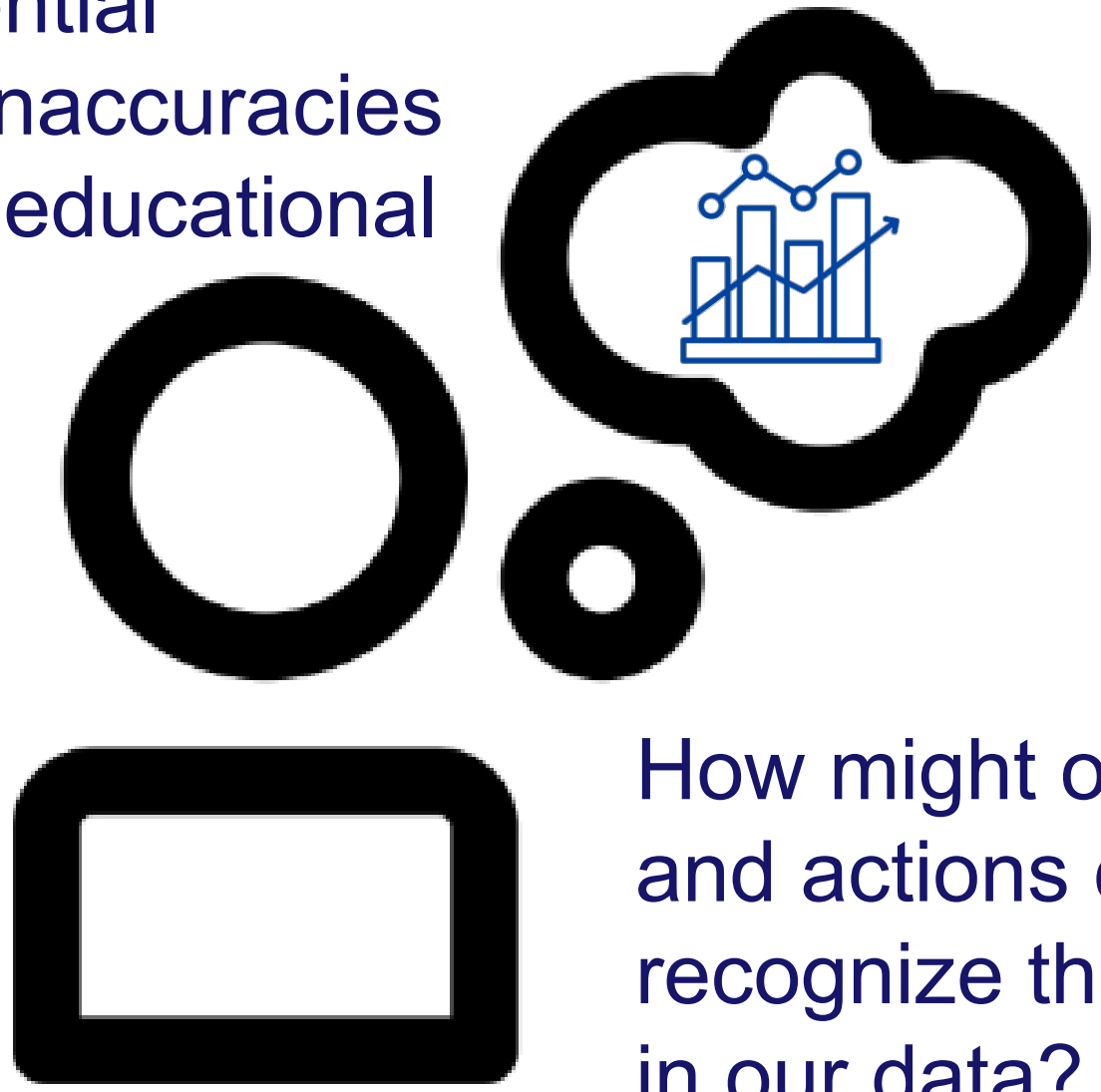
Fall 1

EOY 3

EOY 4

- Student counts and program exits for IDEA
- Special Education Monitoring
- DSEA – Dashboard
- Post-school outcomes for IDEA; outcomes of SWD who exited secondary education in the previous school year

What are the potential impacts of these inaccuracies on outcomes and educational partners?



How might our decisions and actions change if we recognize the inaccuracies in our data?

CALPADS Overview

What is CALPADS?

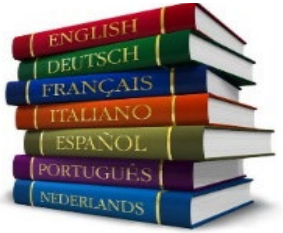
- California Longitudinal Pupil Achievement Data System was established in 2009
- It's a longitudinal data system that enables the facilitation of:
  - Program evaluation
  - The assessment of student achievement over time
  - The calculation of dropout and graduation rates
  - The efficient creation of reports to meet state and federal reporting requirements
  - Providing information about students and schools to state decision-makers, parents, community members and researchers

What data are collected?

Student Enrollments & Exits

Student Demographics

Student English Language Acquisition



Student Program Eligibility and Participation

4 Year Adjusted Cohort Grad Rate

Student Discipline

Student Absenteeism

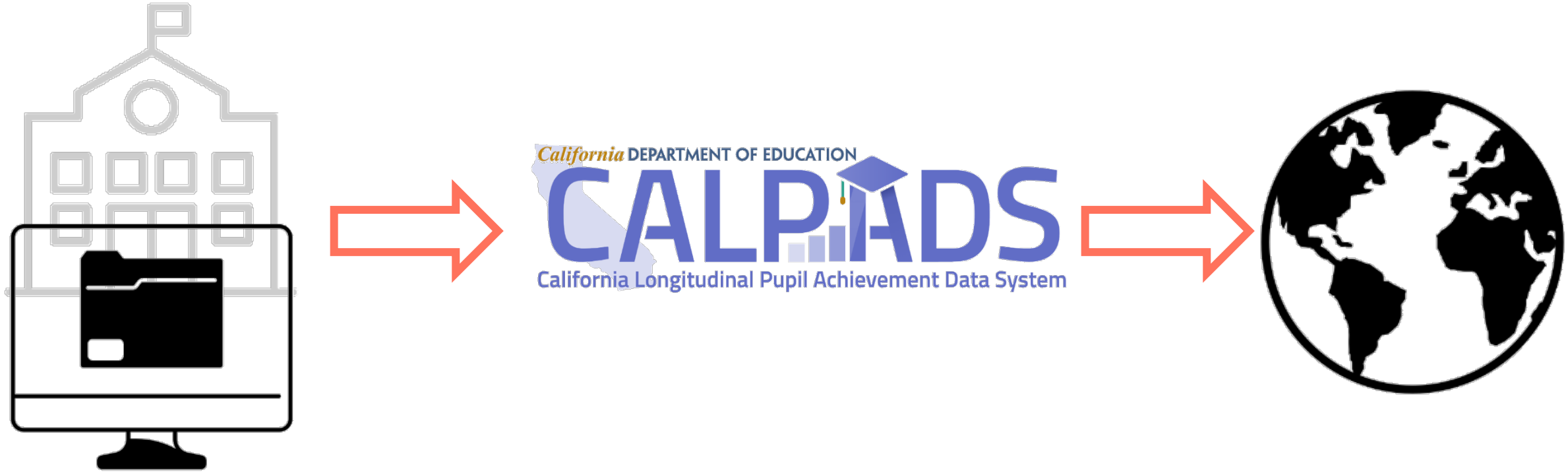
Student Career Technical Education

Student Course Enrollment and Completion

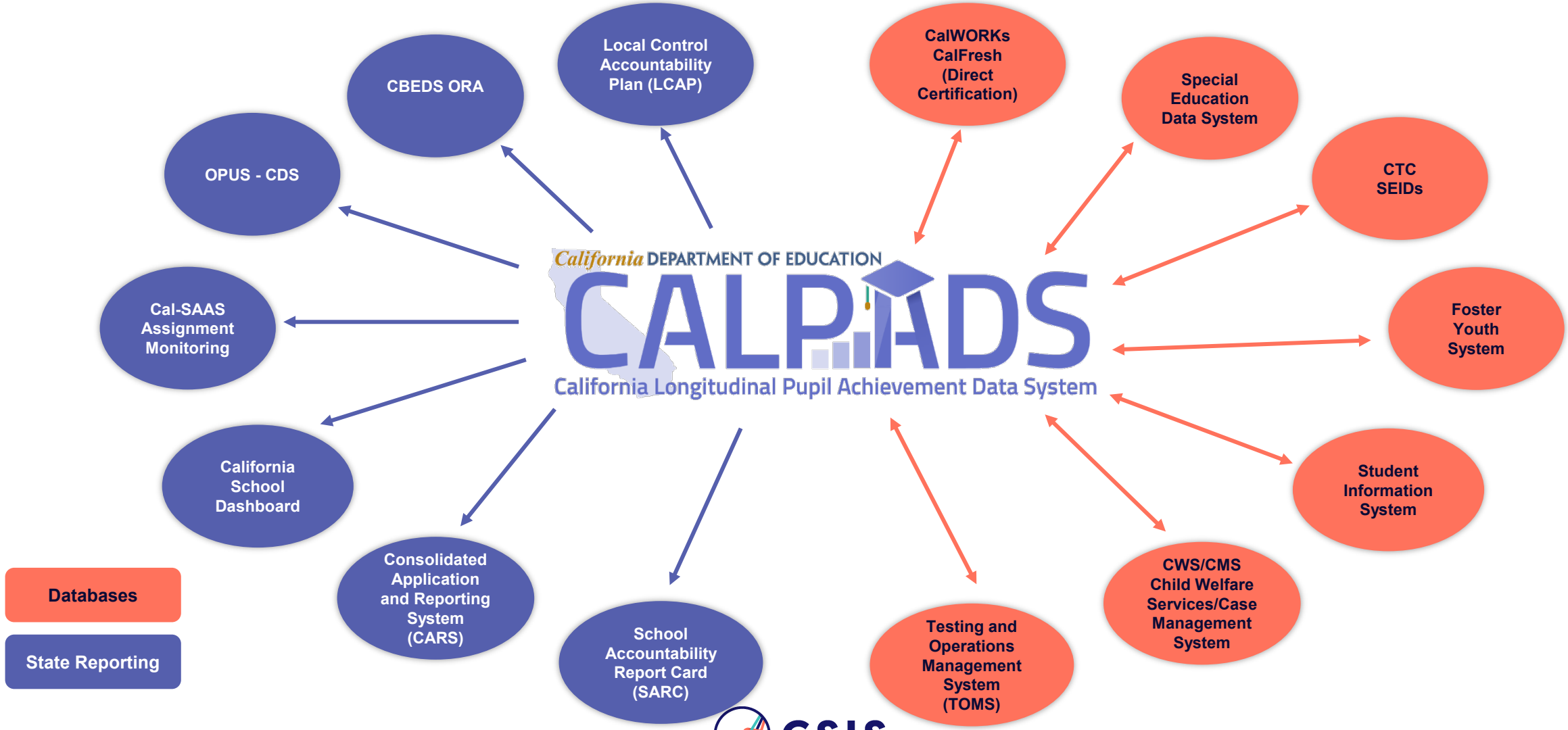
Certificated Staff Data

Students with Disabilities

How are the data collected?



How are the data used?



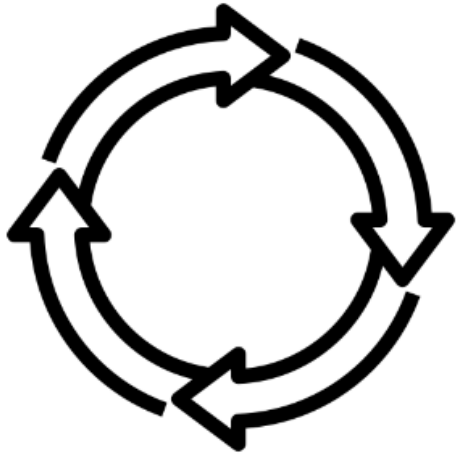
How are the data collected?

How are the data collected?

How are the data reported?

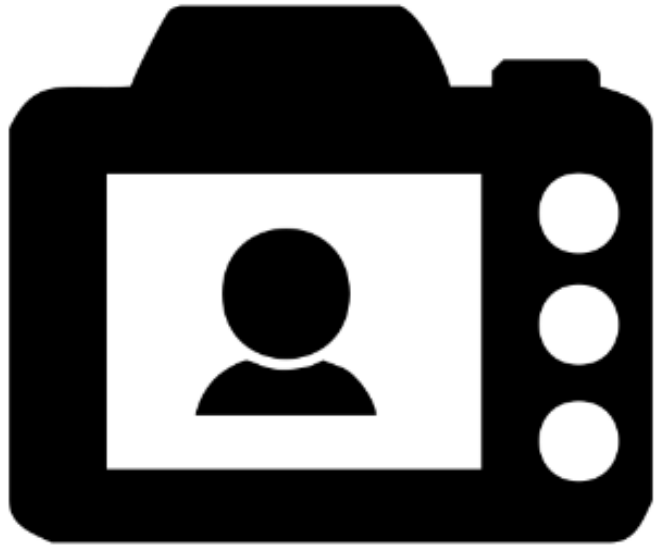
Operational Data Store (ODS)

- Ongoing longitudinal
- Frequent updates; live data



Certified Data (Snapshot)

- Point in time data (e.g., Census Day)
- Date range data (based on defined reporting periods)



How are the data reported?

Fall 1
As of census day

- 2023-24 Enrollment Counts
- 2022-23 Dropouts
- LCFF eligible students
- English Language Acquisition Status
- Language Instructional Programs
- Title III Immigrant Counts
- Students with Disabilities

Fall 2
As of census day

- Student Course Enrollments
- Staff Assignments and FTE
- Staff Non-Classroom Based or Support Assignment
- English Learner Education Services
- CTE Post Secondary Status

EOY 1
July 1–June 30

- Course completion for grades 7–12
- CTE Participants and Completers (Perkins Report)
- Work-Based Learning

EOY 2
July 1–June 30

- Program Participation
- Title I Part A Basic Targeted
- Title I Part A Neglected
- Armed Forces Family Member
- 504 Accommodation Plan
- Opportunity Program
- California Partnership Academy
- Pregnant or Parenting Programs
- Transitional Kindergarten

EOY 3
July 1–June 30

- Student Behavioral Incidents
- Student Absence Summary
- Homeless Program
- Grads and Completers
- RFEP
- Cumulative Enrollment

EOY 4
July 1–June 30

- Students with Disabilities
- SWD Services
- PSTS for SPED

Data Submission Windows for 2024-25

Census Day
Oct 2, 2024

Deadline
Dec 13, 2024

Final Deadline
Jan 24, 2025

Cohort Processing
Continuous

Amendment

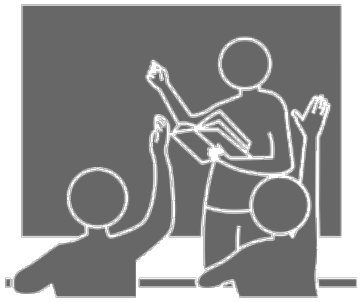
Fall 1 Submission

Cohort Processing; Extract Date TBD

Oct Nov Dec **2024** Jan Feb Mar Apr May Jun Jul Aug Sep

Fall 2 Submission

EOY Submission & Deadline Dates TBD



Deadline
February 28, 2025

Departments Involved

Fall 1

- Registrars, School Counselors and Principals
- EL Services Staff
- NSLP Program Staff
- Special Education Staff
- SELPA Directors

Fall 2

- Curriculum Instruction Directors
- Human Resources Staff
- Credential Analyst
- EL Services Staff
- Program Staff
- Site Admins

EOY 1

- Site Staff
- CTE Staff
- Site Admins
- School Counselors

EOY 2

- Site Staff
- Program Staff
- Site Admins

EOY 3

- Site Staff
- Attendance Supervisors
- EL Services Staff
- District Admins
- Special Education Staff
- NPS School Staff

EOY 4

- Site Staff
- Special Education Staff
- SELPA Directors

Activity: Who's your CALPADS Coordinator?

Find CALPADS LEA Contacts

If information is incorrect:

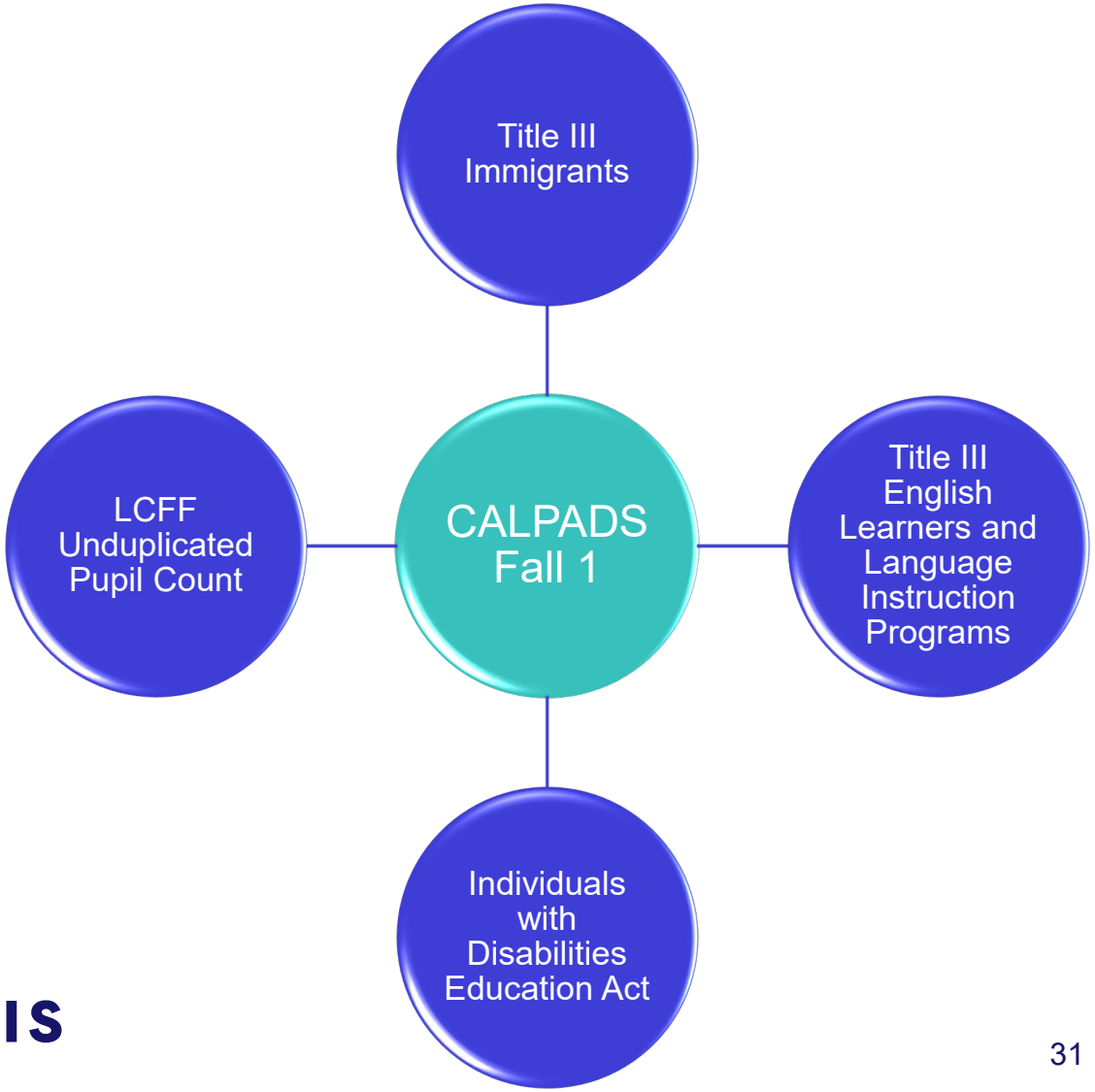
CALPADS Service Request Form

CALPADS Fall 1 and the Connection to State & Federal Programs

CSIS

Fall 1 State & Federal Program Data

- Data as of Census Day
- Initial Certification Deadline
- Amendment Window Deadline
- Final certification requires LEA Approval & SELPA Approval



Fall 1 Reports Overview

Aggregate Reports

- 1.1 Enrollment - Primary and Short-term Enrollment Count by Subgroup
- 1.17 LCFF Unduplicated Pupil Count
- 1.24: Dropouts by Subgroup
- 2.1-Title III Eligible Immigrants - Count
- 2.8 - English Language Acquisition Status - Count by Primary Language (Fall)
- 2.9 - English Language Acquisition Status - Census Comparison
- 2.14 Language Instruction Program - Count
- 16.12: Students with Disabilities - Education Plan by Primary Disability (Fall 1)
- 16.13: Students with Disabilities – Count by Federal Setting (Fall 1)
- 16.15 Students with Disabilities - Student Services Count

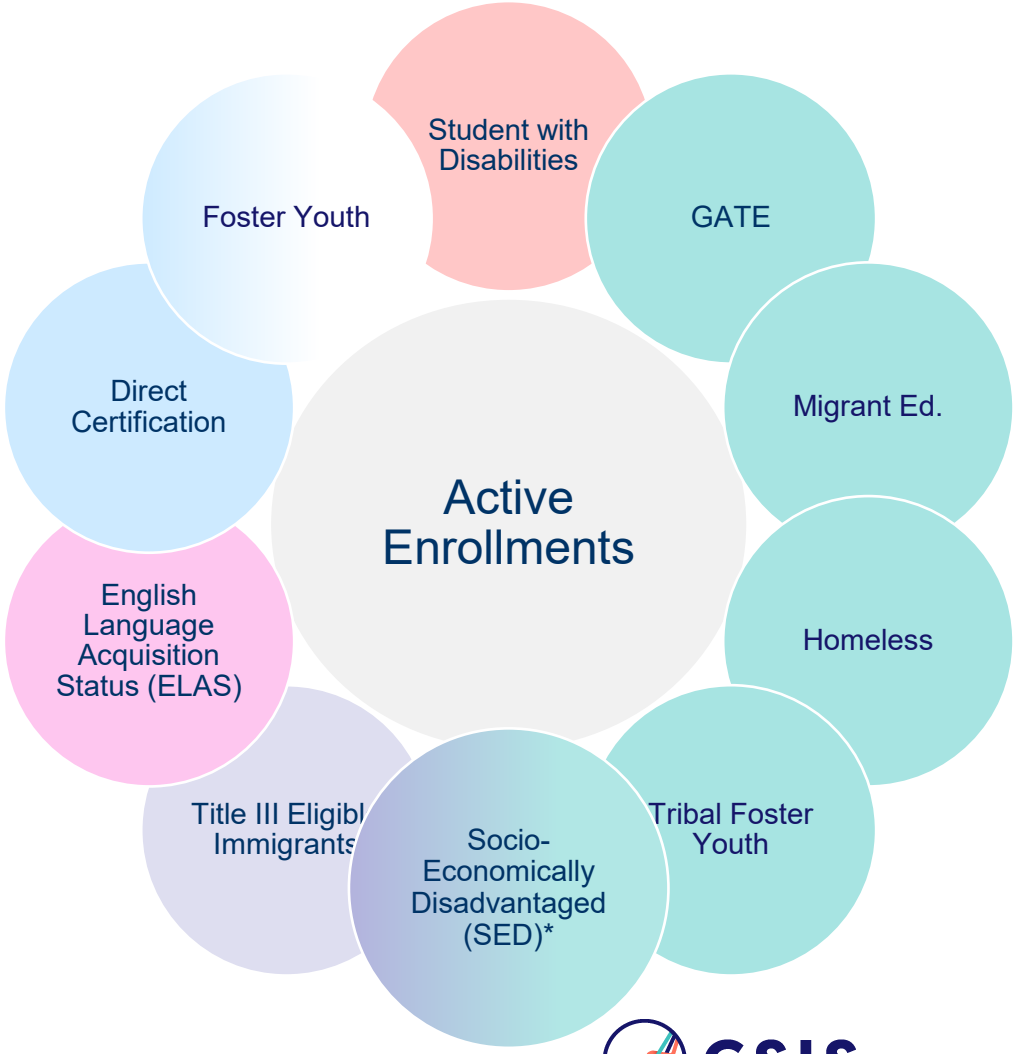
Additional Supporting Reports

- 1.2 Enrollment - Primary and Short-term Enrollment Student List
- 1.3 Enrollment - By Primary Status Disaggregated
- 1.4 Enrollment - State View
- 1.5 Enrollment - By Status Disaggreagated
- 1.8 Dropouts by Subgroup - Student List
- 1.12 Dropouts - Count Disaggregated
- 1.13 Exits - Count Disaggregated
- 1.14 Dropouts - State View
- 1.18 LCFF Unduplicated Pupil Student List
- 1.19 - County Office LCFF - Count
- 1.20 - County Office LCFF - Student List
- 2.2 Title III Eligible Immigrants - Count by Birth Country

- 2.10 - English Language Acquisition Status - Census Comparison Student List
- 2.15: Language Instruction Program - Student List Report
- 8.1 Student Profile List
- 8.1a Student Profile Exits - List
- 8.1b Student Profile Dropouts - List
- 8.1c - Student Profile Dropouts - State View - List
- 16.14: Students with Disabilities Plan Student List (Fall 1)
- 16.16 Students with Disabilities - Student Services List

CSIS

What are Student Subgroups?



Data Sources:

- Special Education & Student Services
- Student Program
- Student Information
- Student English Language Acquisition
- CALPADS Weekly/Monthly CDSS Match
- Online Manual Foster Match

What are Student Subgroups?

Socio-Economically Disadvantaged (SED)*

- Migrant Ed
- Homeless
- Foster
- Direct Certification
- Tribal Foster Youth
- Eligible Free/Reduced Meals
- Enrollment in Juvenile Court School

or

- Parent Level of Education = Not a HS Graduate

Parent 1	Parent 2	SED Impact
Not a HS Grad – 14	Not a HS Grad – 14	Eligible
Not a HS Grad – 14	Null/Blank (no code)	Eligible
Not a HS Grad – 14	Decline to State – 15	Not Eligible
Decline to State – 15	Not a HS Grad – 14	Not Eligible
Other Combinations		Not Eligible

FRPM Data Collection

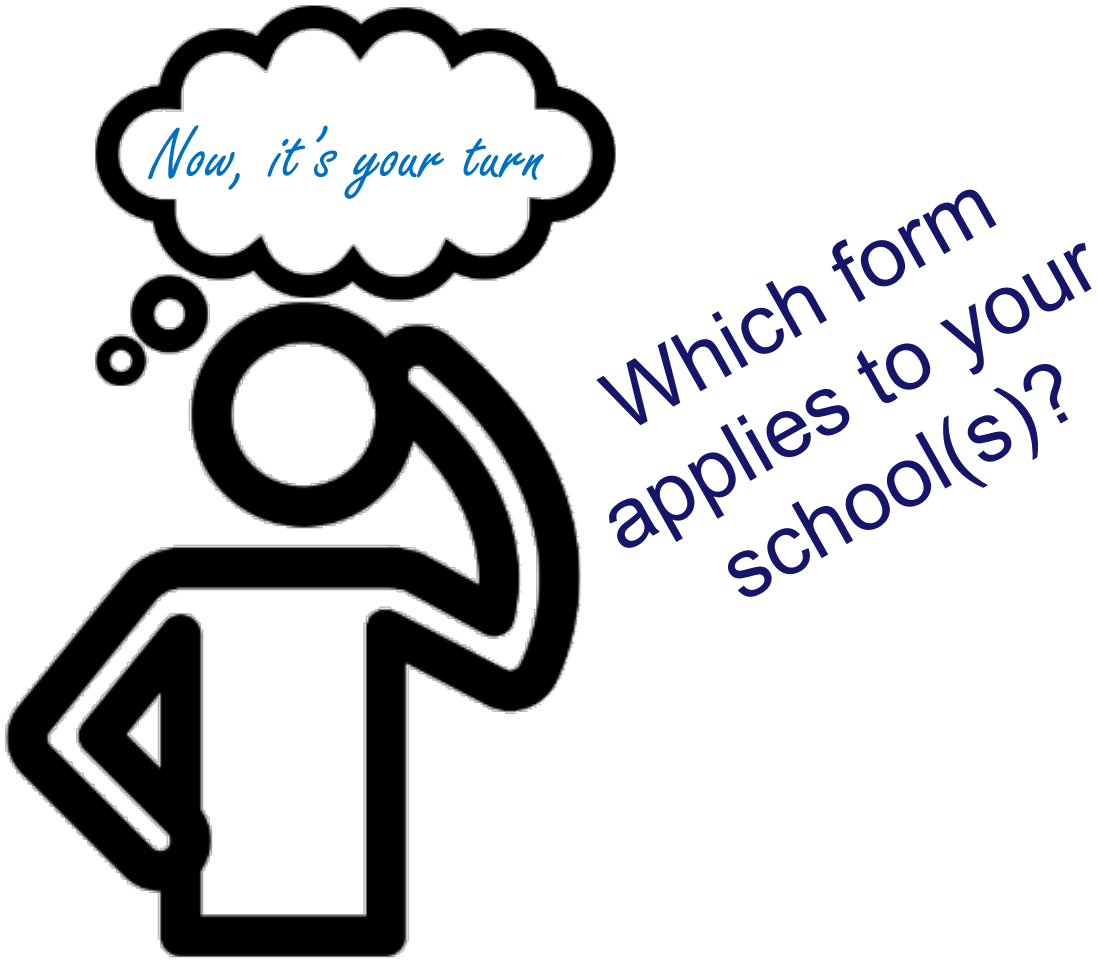
- Required Forms for Schools in 2024-25.
- This will impact data for LCFF and Title I.

CALPADS FRPM Data Collection: Required Forms for Schools

Changes are due to AB 130 (2021-22 budget trailer bill for education) California Universal Meals Program

STEP 1 Is my school participating in the NSLP and/or has a Provision Status?	**STEP 2** Must the school collect Meal Applications?		**STEP 3** Must the school collect Alternative Household Income Information forms?	
	For CA Universal Meals Program purposes:	For LCFF purposes:	For CA Universal Meals Program purposes:	For LCFF purposes:
Not participating in NSLP/SBP	No, prohibited because schools are not participating in a meal program.	No, prohibited.	No, there is no need to.	Yes, needed for all students **annually** in order to be included in an LEA's UPC based on FRPM eligibility.
Participating in NSLP/SBP, but is a non-provision school	Yes, mandatory on an **annual** basis, because schools will still be required to collect meal applications for those not directly certified or categorically eligible for FRPM.	Yes, required for all students **annually** for purposes of LCFF.	No, there is no need to.	**Optional**, but if the alt income form is collected it must be in addition to the meal applications.
Community Eligibility Provision (CEP) school	No, prohibited.	No, prohibited.	No, there is no need to.	Yes, may collect annually **OR** in the **LCFF base year** and every three years thereafter, and for new or incoming transfer students during the **intervening years**.
Provision 2 or 3	Yes, LEAs must collect meal applications in the **provision base year**. LEAs are prohibited from collecting meal applications during the subsequent years (next 3 years for Provision 2 schools and next 4 years for Provision 3 schools) until a new Provision cycle is established.	Yes, LEAs must collect meal applications in the **LCFF base year**. LEAs are prohibited from collecting applications during the next 3 years for Provision 2 schools, and during the next four years for Provision 3 schools.	No, there is no need to.	Optional, but in addition to meal applications. LEAs that established an LCFF base year (which may be the same year as their provision base year) may collect alt income forms once for new or incoming transfer students during the **intervening years**.
STEP 4 When do I collect the forms?	- Meal applications must be collected on or after July 1. - SPRG 181 or 182 start date must overlap student enrollment with a start date of July 1 or after.		- May begin collecting Alt Income Forms for the next school year during the preceding spring. - SPRG 181 or 182 start date must overlap student enrollment with a start date of July 1 or after, even if determined eligibility prior to July 1.	

FRPM Data Collection



Which form applies to your school(s)?

CALPADS FRPM Data Collection: Required Forms for Schools

Changes are due to AB 130 (2021-22 budget trailer bill for education) California Universal Meals Program

STEP 1 Is my school participating in the NSLP and/or has a Provision Status?	STEP 2 Must the school collect Meal Applications?		STEP 3 Must the school collect Alternative Household Income Information forms?	
	For CA Universal Meals Program purposes:	For LCFF purposes:	For CA Universal Meals Program purposes:	For LCFF purposes:
Not participating in NSLP/SBP	No, prohibited because schools are not participating in a meal program.	No, prohibited.	No, there is no need to.	Yes, needed for all students **annually** in order to be included in an LEA's UPC based on FRPM eligibility.
Participating in NSLP/SBP, but is a non-provision school	Yes, mandatory on an **annual** basis, because schools will still be required to collect meal applications for those not directly certified or categorically eligible for FRPM.	Yes, required for all students **annually** for purposes of LCFF.	No, there is no need to.	**Optional**, but if the alt income form is collected it must be in addition to the meal applications.
Community Eligibility Provision (CEP) school	No, prohibited.	No, prohibited.	No, there is no need to.	Yes, may collect annually **OR** in the **LCFF base year** and every three years thereafter, and for new or incoming transfer students during the **intervening years**.
Provision 2 or 3	Yes, LEAs must collect meal applications in the **provision base year**. LEAs are prohibited from collecting meal applications during the subsequent years (next 3 years for Provision 2 schools and next 4 years for Provision 3 schools) until a new Provision cycle is established.	Yes, LEAs must collect meal applications in the **LCFF base year**. LEAs are prohibited from collecting applications during the next 3 years for Provision 2 schools, and during the next four years for Provision 3 schools.	No, there is no need to.	Optional, but in addition to meal applications. LEAs that established an LCFF base year (which may be the same year as their provision base year) may collect alt income forms once for new or incoming transfer students during the **intervening years**.
STEP 4 When do I collect the forms?	- Meal applications must be collected on or after July 1. - SPRG 181 or 182 start date must overlap student enrollment with a start date of July 1 or after.		- May begin collecting Alt Income Forms for the next school year during the preceding spring. - SPRG 181 or 182 start date must overlap student enrollment with a start date of July 1 or after, even if determined eligibility prior to July 1.	

FRPM Data Collection

Who meets the LCFF criteria for the unduplicated pupil count?

Code Set	Code	Name	Eligibility Dates
Education Program	181	Free Meal	Jul 1, 2024 - Oct 31, 2024
Education Program	182	Reduced-Priced Meal	Jul 1, 2024 - Oct 31, 2024
Education Program	135	Migrant	On or before Census Day
Education Program	191	Homeless	On or before Census Day
Education Program	193	Tribal Foster Youth	On or before Census Day
ELA Status	EL	English Learner	On or before Census Day
ELA Status	ADEL	Adult English Learner	On or before Census Day
N/A	N/A	Foster Youth	On or before Census Day
N/A	N/A	Direct Cert for Free/Reduced-Priced Meal	Direct Cert by CALPADS: 2024- Jul, Sept, Oct, Nov

LCFF & Fall 1 Report 1.17

California DEPARTMENT OF EDUCATION
CALPADS
California Longitudinal Pupil Achievement Data System

1.17 - FRPM/English Learner/Foster Youth - Count

Non-Charter School(s)

School Code	School Name	Total Enrollment	Free/Reduced Meal Eligibility Counts Based On: Free & Reduced Meal Program: 181/182	Foster	Tribal Foster Youth: 193	Homeless (1)	Migrant Program: 135	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Total Unduplicated FRPM/EL Eligible Count (3)
1	Espresso High School	202	201	29	0	0	0	95	201	43	202
4	District-Wide Preschool	0	0	0	0	0	0	0	0	0	0
2	Mocha Elementary School	588	366	14	0	4	2	147	383	74	393
3	Latte High School	83	0	2	0	4	0	63	63	9	70
TOTAL - Selected Schools		873	567	45	0	8	2	305	647	126	665

This report includes students with Primary and Short Term enrollment in grade levels K-12, UE and US only. Students enrolled in Adult Education Schools are not included in this report.

Students with multiple qualifying records as of Fall 1 Census Day are counted only once. A student with qualifying enrollments in more than one LEA on Census Day is counted in each LEA.

(1) Homeless counts are based on Education Program record with an Education Program Membership Code 191 (Homeless).

(2) For Funding, Eligible English Learners are students with an English Language Acquisition Status of 'EL' on Fall 1 Census Day.

(3) Total Unduplicated FRPM/EL Eligibility Count will always equal enrollment count for Juvenile Court schools

Grad	01-First Grade,02-Second Grade,03-Third	Ethnicity/Race:	ALL	Age Eligibility:	LCFF
		Gender:	ALL		

Who should be part of this review?

- State & Federal Directors
- CBOs

LCFF & Fall 1 Report 1.18

1.18 - FRPM / English Learner / Foster Youth - Student List											
Local ID	Gender	Grade Level	Ethnicity/Race	Enrollment Status	Direct Certification	Foster	Tribal Foster Youth	Homeless	NSLP Program	Migrant Ed Program	ELAS Designation
1	M	10	Hispanic	10-Primary enrollment	No	No	No	No			IFEP
2	F	07	Hispanic	10-Primary enrollment	Yes	No	No	No	181 - Free	135 - Title 1 Part C Migrant	EO
3	M	11	White	10-Primary enrollment	No	No	No	No	181 - Free		RFEP
4	M	10	Hispanic	10-Primary enrollment	No	No	No	No			TBD

Who should be part of this review?

Nutrition

Foster Liaison

Homeless Liaison

Nutrition

Migrant Coordinator

EL Coordinator

Title I & Fall 1 Report 1.1

CALPADS California Longitudinal Pupil Achievement Data System

1.1 Enrollment - Primary and Short-term Enrollment Count by Subgroup

School Code	School Name	Enrollments	Transitional Kindergarten (TK)	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Students with Disabilities	Socio-Economically Disadvantaged	FRPM Eligible
1	Espresso High School	123	0	21	0	0	0	18	123	122
2	Mocha Elementary School	575	14	112	11	0	6	291	418	369
3	Latte High School	52	0	11	0	0	0	3	45	0
TOTAL-Selected Schools		**750**	**14**	**144**	**11**	**0**	**6**	**312**	**586**	**491**

Age Eligibility: All (KN-12,UE,US)

- Filters matter; notice the difference.

CALPADS California Longitudinal Pupil Achievement Data System

1.1 Enrollment - Primary and Short-term Enrollment Count by Subgroup

School Code	School Name	Enrollments	Transitional Kindergarten (TK)	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Students with Disabilities	Socio-Economically Disadvantaged	FRPM Eligible
1	Espresso High School	95	0	17	0	0	0	12	95	94
2	Mocha Elementary School	467	3	100	10	0	6	236	347	310
3	Latte High School	49	0	10	0	0	0	2	43	0
TOTAL-Selected Schools		**611**	**3**	**127**	**10**	**0**	**6**	**250**	**485**	**404**

Age Eligibility: Title 1 (5-17 year olds only)

Will be included in the Title I, Part A School Student Counts via CARS Winter Release

Who should be part of this review?

- State & Federal Directors
- CBOs

Title I & Fall 1 Report 1.2

1.2 Enrollment - Primary and Short-term Enrollment Student List

Gender	Ethnicity / Race	Grade	Enrollment Status	Transitional Kindergarten (TK)	English Learner	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Students with Disabilities	Socio-Economically Disadvantaged	Adult Age Students with Disabilities in Transition Status	FRPM Eligible
F	Hispanic	KN	10-Primary enrollment	N	N	N	N	N	Y	Y	N	N
F	Hispanic	12	10-Primary enrollment	N	N	N	N	N	Y	N	Y	N
F	Hispanic	02	10-Primary enrollment	N	Y	N	N	N	N	Y	N	N
F	Hispanic	02	10-Primary enrollment	N	N	N	N	N	Y	Y	N	N
F	Hispanic	11	10-Primary enrollment	N	N	N	N	N	N	Y	N	N

Is this correct?

Initial US Enrollment Date & Fall 1 Report 8.1

- Initial U.S. School Enrollment Date = date of a student's first enrollment in grades TK-12 in a Public or Private School (including any home schooling in grades TK-12) in the U.S. and Puerto Rico.
- Used to:
  - Determine ELs in the U.S. for less than one year (CAASPP)
  - Be a contributing factor in determining which students are LTELs

8.1 Student Profile - List		
English Lang Acq	National Origin	
Initial US Enrollment Date	Enrolled in US < Three Years Indicator	Title III Eligible Immigrant
8/14/2019	Y	Y
8/9/2017	N	N
8/16/2006	N	N
8/1/2018	N	N

Title III & Fall 1 Report 8.1

Title III Eligible Immigrants include:

- Students ages 3-21;
- Students not born in the U.S. or Puerto Rico; and
- Have not been attending any one or more schools in the U.S. for more than 3 full school years cumulative

8.1 Student Profile - List

English Lang Acq			National Origin					
Primary Language	ELA Status	ELA Status Start Date	Birth Country	Birth State Province	Birth City	Initial US Enrollment Date	Enrolled in US < Three Years Indicator	Title III Eligible Immigrant
Arabic	RFEP	4/20/2021	YEMEN		Awabel	8/14/2019	Y	Y
English	EO	11/10/2015	UNITED STATES	US-CA	Latte	8/9/2017	N	N
Spanish	RFEP	10/9/2008	UNITED STATES	US-CA	Mocha	8/16/2006	N	N
Spanish	EL	9/11/2019	GUATEMALA		Escuintla	8/1/2018	N	N

The date is your reasonability check

Reclassification & Fall 1 Report 8.1

Are students who were recently reclassified on or before Census Day reflected accurately?

8.1 Student Profile - List

English Lang Acq			National Origin					
Primary Language	ELA Status	ELA Status Start Date	Birth Country	Birth State Province	Birth City	Initial US Enrollment Date	Enrolled in US < Three Years Indicator	Title III Eligible Immigrant
Arabic	RFEP	4/20/2021	YEMEN		Awabel	8/14/2019	Y	Y
English	EO	11/10/2015	UNITED STATES	US-CA	Latte	8/9/2017	N	N
Spanish	RFEP	10/9/2008	UNITED STATES	US-CA	Mocha	8/16/2006	N	N
Spanish	EL	9/11/2019	GUATEMALA		Escuintla	8/1/2018	N	N

Break Time

Activity: What would you do?

Scenario 1:

Isabella enrolled in your LEA on September 24th as a 9th grade student. She was born in Mexico, her primary language is Spanish, and this is her first year attending a school in the United States. The school she attends is a Community Eligibility Provision (CEP) school. Isabella's family turned in their Alternative Household Income information form on October 28th and on November 1st the nutrition staff determined Isabella meets eligibility for the Free Meal Program (code 181).

Activity: What would you do?

Scenario 2:

Isaiah completed the Summative ELPAC in spring 2024. After reviewing his results and other reclassification criterion, it was determined that Isaiah would be reclassified. Isaiah also attends a CEP school and receives free meals. Unfortunately, Isaiah did not turn in the Alternative Household Income information form.

Activity: What would you do?

Scenario 3:

At the beginning of the school year, Lisa informed her School Counselor that her family was living in a motel due to an economic hardship. On October 11th, Lisa was happy to share that her family found permanent housing. The School Counselor informed the School Registrar of Lisa's update so the "Homeless" record (code 191) in their Student Information System (SIS) could be updated. The School Registrar accidentally entered October 1st as the end date for the "Homeless" record in the SIS.

Activity: What would you do?

8.1 Student Profile - List

			English Lang Acq			National Origin					
SSID	Student Name	Local ID	Primary Language	ELA Status	ELA Status Start Date	Birth Country	Birth State Province	Birth City	Initial US Enrollment Date	Enrolled in US < Three Years Indicator	Title III Eligible Immigrant
1111111111	Isabella	1	Spanish	TBD	9/24/2024	MEXICO	MX-JAL	San Jose de	9/24/2024	N	N
2222222222	Isaiah										
3333333333	Lisa										

1.2 Enrollment - Primary and Short-term Enrollment Student List

SSID	Student Name	Local ID	Gender	Ethnicity / Race	Grade	Enrollment Status	English Learner	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Students with Disabilities	Socio-Economically Disadvantaged	Adult Age Students with Disabilities in Transition Status	FRPM Eligible
1111111111	Isabella	1	F	Hispanic	09	10-Primary enrollment	N	N	N	N	N	Y	N	Y
2222222222	Isaiah	2	M	Multiple	10	10-Primary	Y	N	N	N	N	Y	N	N
3333333333	Lisa													

1.18 LCFF Unduplicated Pupil Student List

SSID	Student Name	Local ID	Gender	Grade Level	Ethnicity/Race	Enrollment Status	Direct Certification	Foster	Tribal Foster Youth	Homeless	NSLP Program	Migrant Ed Program	ELAS Designation	EL Funding Eligible
1111111111	Isabella	1	F	09	Hispanic	10-Primary enrollment	No	No	No	No	181 - Free		TBD	No
2222222222	Isaiah	2	M	06	Multiple	10-Primary enrollment	No	No	No	No			EL	Yes
3333333333	Lisa	3	F	12	White	10-Primary enrollment	No	No	No	No			EO	No

Activity: What would you do?

1.18 LCFF Unduplicated Pupil Student List														
SSID	Student Name	Local ID	Gender	Grade Level	Ethnicity/Race	Enrollment Status	Direct Certification	Foster	Tribal Foster Youth	Homeless	NSLP Program	Migrant Ed Program	ELAS Designation	EL Funding Eligible
1111111111	Isabella	1	F	09	Hispanic	10-Primary enrollment	No	No	No	No	181 - Free		TBD	No
2222222222	Isaiah	2	M	06	Multiple	10-Primary enrollment	No	No	No	No			EL	Yes
3333333333	Lisa	3	F	12	White	10-Primary enrollment	No	No	No	No			EO	No

Activity: What would you do?

1.2 Enrollment - Primary and Short-term Enrollment Student List														
SSID	Student Name	Local ID	Gender	Ethnicity / Race	Grade	Enrollment Status	English Learner	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Students with Disabilities	Socio-Economically Disadvantaged	Adult Age Students with Disabilities in Transition Status	FRPM Eligible
1111111111	Isabella	1	F	Hispanic	09	10-Primary enrollment	N	N	N	N	N	Y	N	Y
2222222222	Isaiah	2	M	Multiple	06	10-Primary enrollment	Y	N	N	N	N	Y	N	N
3333333333	Lisa	3	F	White	12	10-Primary enrollment	N	N	N	N	N	Y	N	N

Activity: What would you do?

8.1 Student Profile - List											
			English Lang Acq			National Origin					
SSID	Student Name	Local ID	Primary Language	ELA Status	ELA Status Start Date	Birth Country	Birth State Province	Birth City	Initial US Enrollment Date	Enrolled in US < Three Years Indicator	Title III Eligible Immigrant
1111111111	Isabella	1	Spanish	TBD	9/24/2024	MEXICO	MX-JAL	San Jose de Gracia	9/24/2024	N	N
2222222222	Isaiah	2	Spanish	EL	8/22/2018	UNITED STATES	US-CA	Fresno	8/7/2016	N	N
3333333333	Lisa	3	English	EO	8/17/2012	UNITED STATES	US-WA	Longview		N	N

Preparing for Fall 1

CSIS

Fall 1 Plan of Attack

plan of attack noun phrase

: a set of actions to bring about what one is trying to accomplish

| The current approach isn't working. I think we need a new *plan of attack*.

Fall 1 Plan of Attack

Who will take the lead?

- Develop an action plan for reviewing reports.
- Schedule an internal timeline with target deadlines.

- Identify which colleagues will be part of the report review process.
- Provide support to those reviewing reports.

Fall 1 Plan of Attack

Who will be involved in the review process?

It takes a village

Aggregate Reports

- 1.1 Enrollment - Primary and Short-term Enrollment Count by Subgroup
- 1.17 LCFF Unduplicated Pupil Count
- 1.24: Dropouts by Subgroup
- 2.1-Title III Eligible Immigrants - Count
- 2.8 - English Language Acquisition Status - Count by Primary Language (Fall)
- 2.9 - English Language Acquisition Status - Census Comparison
- 2.14 Language Instruction Program - Count
- 16.12: Students with Disabilities - Education Plan by Primary Disability (Fall 1)
- 16.13: Students with Disabilities – Count by Federal Setting (Fall 1)
- 16.15 Students with Disabilities - Student Services Count

Additional Supporting Reports

- 1.2 Enrollment - Primary and Short-term Enrollment Student List
- 1.3 Enrollment - By Primary Status Disaggregated
- 1.4 Enrollment - State View
- 1.5 Enrollment - By Status Disaggreagated
- 1.8 Dropouts by Subgroup - Student List
- 1.12 Dropouts - Count Disaggregated
- 1.13 Exits - Count Disaggregated
- 1.14 Dropouts - State View
- 1.18 LCFF Unduplicated Pupil Student List
- 1.19 - County Office LCFF - Count
- 1.20 - County Office LCFF - Student List
- 2.2 Title III Eligible Immigrants - Count by Birth Country
- 2.10 - English Language Acquisition Status - Census Comparison Student List
- 2.15: Language Instruction Program - Student List Report
- 8.1 Student Profile List
- 8.1a Student Profile Exits - List
- 8.1b Student Profile Dropouts - List
- 8.1c - Student Profile Dropouts - State View - List
- 16.14: Students with Disabilities Plan Student List (Fall 1)
- 16.16 Students with Disabilities - Student Services List
- 16.11: Students with Disabilities – Annual Comparison Report (Fall 1) (Deactivated for AY 23-24)

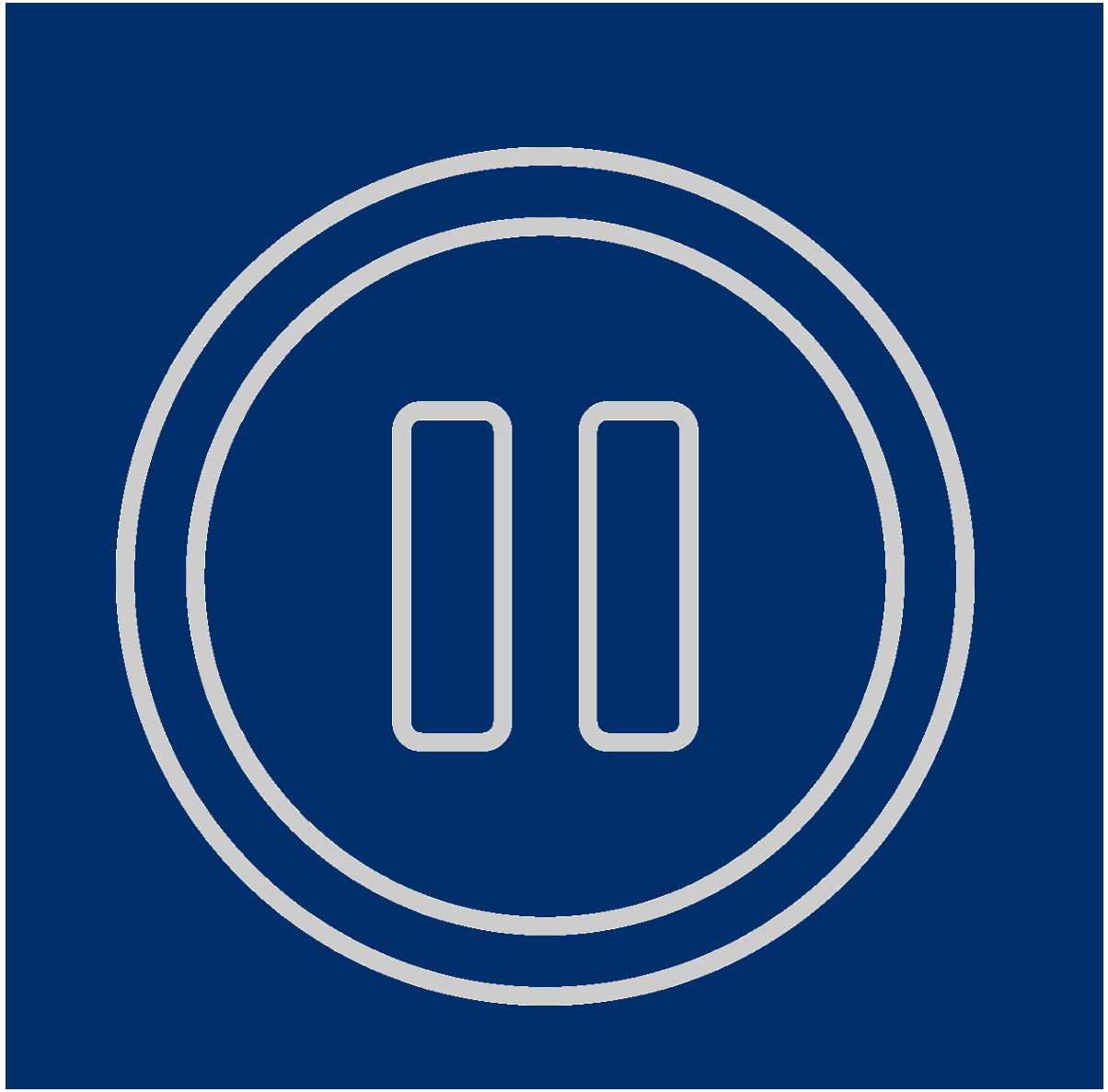
Fall 1 Plan of Attack

Who will be involved in the review process?

It takes a village

Aggregate Reports

1.1 Enrollment - Primary and Short-term Enrollment Count by Subgroup	Foster Youth Liaisons, Homeless Liaisons, Migrant Coordinators, Nutrition, CBOs, State & Federal Directors
1.17 LCFF Unduplicated Pupil Count	
1.24: Dropouts by Subgroup	School Counselors
2.1-Title III Eligible Immigrants - Count	EL Coordinators
2.8 - English Language Acquisition Status - Count by Primary Language (Fall)	
2.9 - English Language Acquisition Status - Census Comparison	
2.14 Language Instruction Program - Count	
16.12: Students with Disabilities - Education Plan by Primary Disability (Fall 1)	Special Education Coordinators
16.13: Students with Disabilities – Count by Federal Setting (Fall 1)	
16.15 Students with Disabilities - Student Services Count	



What does this look like in action?

Example of our Process

- The leads for the LEA include a Director and Lead Data Automation Specialist.
  - All site/program Administrators and their Data Automation Specialist are involved in the report review process.
- Throughout the school year:
  - The LEA leadership meets monthly to provide Administrators with updates, including CALPADS information, that may affect their sites or programs.
  - The Lead Data Automation Specialist meets monthly with site/program Data Automation Specialists to discuss SIS procedures and audits.
- The Lead Data Automation Specialist attends all CSIS Fall 1 online trainings.

Example of our Process

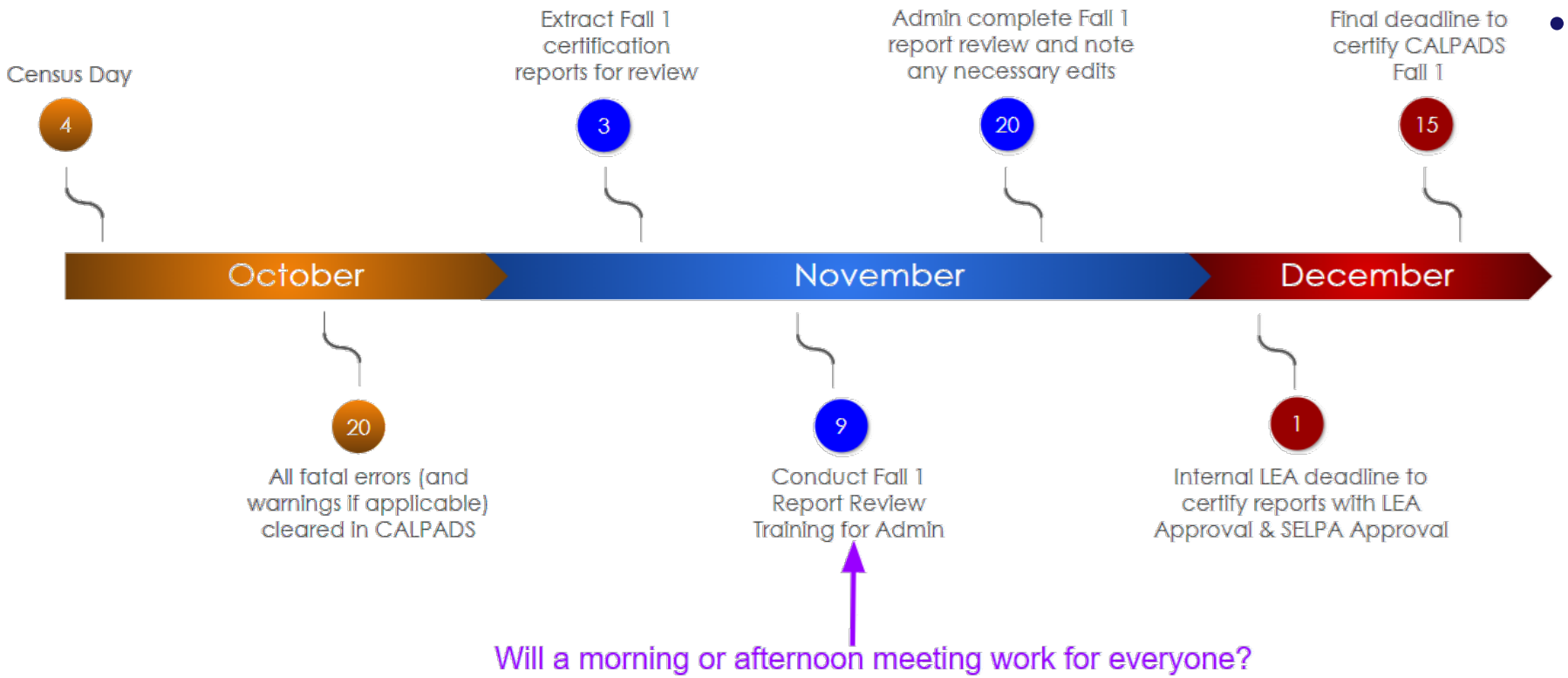
Fall 1 Aggregate Reports	Supporting Reports	Aggregate Report Descriptions	School Site	Reviewer(s)	Target Date for Completion of	Date Reviewer Confirmed Data
1.1 Enrollment - Primary Status by Subgroup	1.2 Enrollment - Primary Status Student List 1.3 Enrollment - By Primary Status Disaggregated 1.4 Enrollment - State View 1.5 Enrollment - By Status Disaggregated	Reports the primary and short-term enrollment counts for specific student subgroups at the school level. This report provides the California Department of Finance with enrollment counts used for budget projections and the federal government with counts of student subgroups for purposes of Title I funding. The data included in this report are publicly accessible from Dataquest and Ed-Data.	Worsley	Nick, Melissa, Joe	12/1/2023	11/30/2023
			VHEA	Melissa, Phil, Robin	12/1/2023	11/30/2023
			SpEd	Chris, Judy, Joy	12/1/2023	12/4/2023
			CTEC	Jon, Amy, Frenisia	11/28/2023	11/28/2023
1.24 Dropouts by Subgroup	1.8 Dropouts by Subgroup - Student List 1.12 Dropouts - Count Disaggregated 1.13 Exits - Count Disaggregated	Reports the number of students submitted by the LEA as Dropouts by subgroup. Dropout counts are based on students who exited during the prior academic year.	Worsley	Nick, Melissa,Joe	12/1/2023	11/30/2023
			VHEA	Melissa, Phil, Robin	12/1/2023	11/30/2023
			SpEd	Chris, Judy, Joy	12/1/2023	12/4/2023
			CTEC	Jon, Amy, Frenisia, Stefani	11/28/2023	11/28/2023
1.17 FRPM/EL/Foster Youth - Count	1.18 FRPM/EL/Foster Youth - Student List	Reports the count of students in categories that are eligible for local supplemental funding dollars based upon their demographics as of Fall 1 Census Day. Totals by school and totals by LEA with drill down links to student list for each school.	Worsley	Nick, Melissa, Joe	12/1/2023	11/30/2023
			VHEA	Melissa, Phil, Robin	12/1/2023	11/30/2023
			SpEd	Joy, Judy	12/1/2023	12/4/2023
			CTEC	Jon, Amy, Frenisia	11/28/2023	11/28/2023

The Director and Lead Data Automation Specialist design the “plan of attack”:

- Outline which reports need to be reviewed by site/program.
- Site/Program Administrators provide Report Reviewer names for their teams.

Example of our Process

Proposed Internal CALPADS Fall 1 Timeline



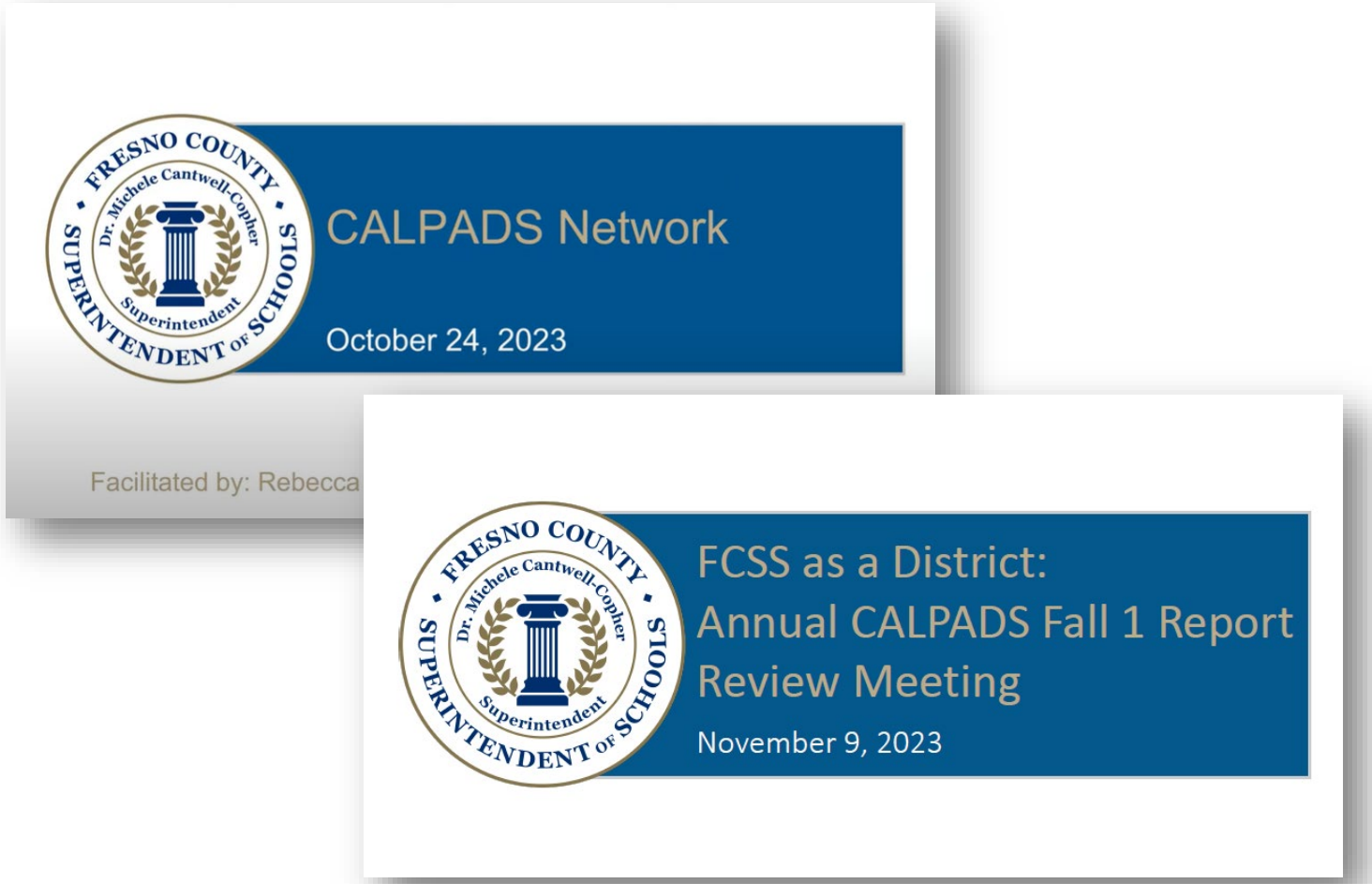
The Director and Lead Data Automation Specialist design the "plan of attack":

- Develop a proposed internal timeline to be presented and confirmed by all involved (this includes the SEDS Coordinator).

Example of our Process

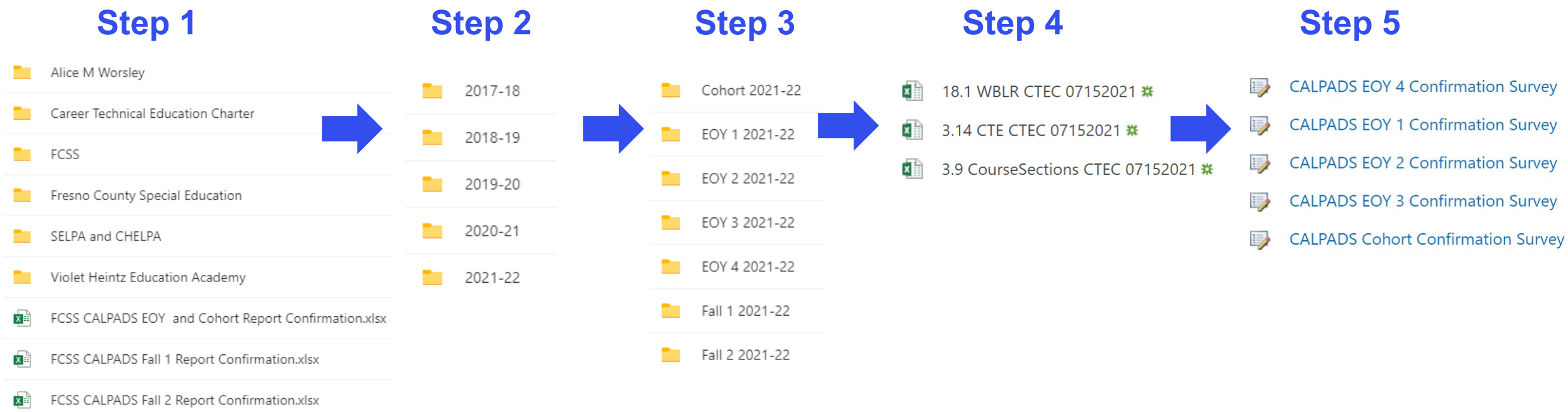
The Director and Lead Data Automation Specialist design the “plan of attack”:

- Report reviewers (includes site/program Administrators) view a recording providing guidance on the Fall 1 Reports.
- All Report Reviewers attend the Report Review Training.



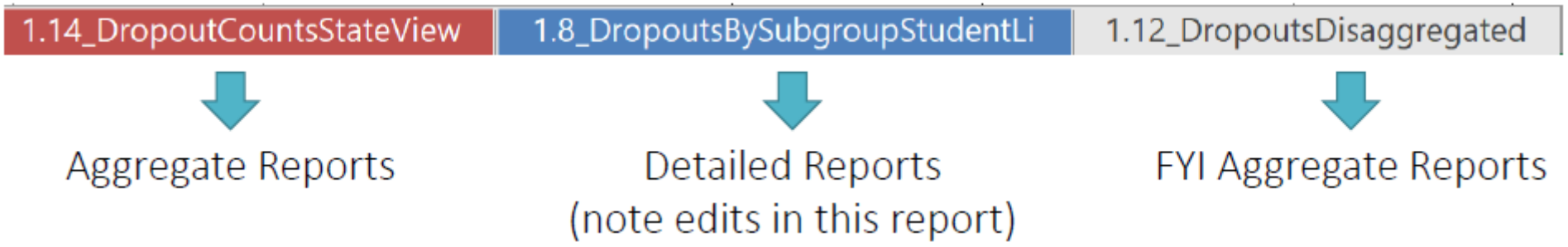
Example of our Process

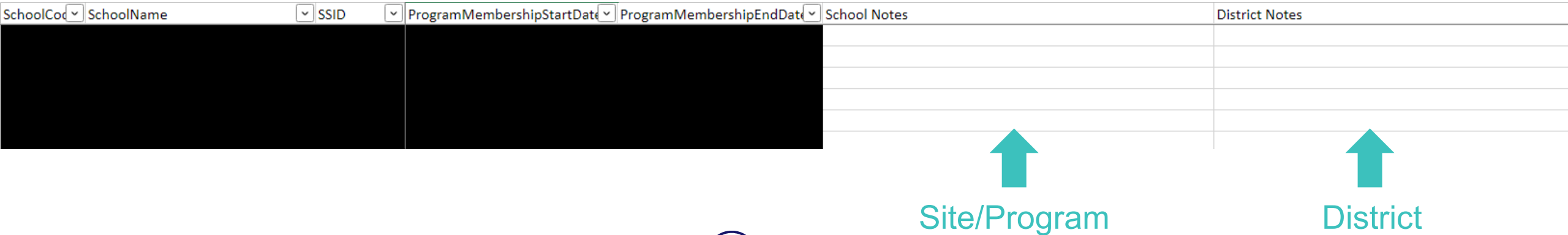
Files are posted in a secured file in SharePoint



Example of our Process

If Report Reviewers identify errors in their reports, they make the appropriate notations in the detailed reports indicated by a blue tab:

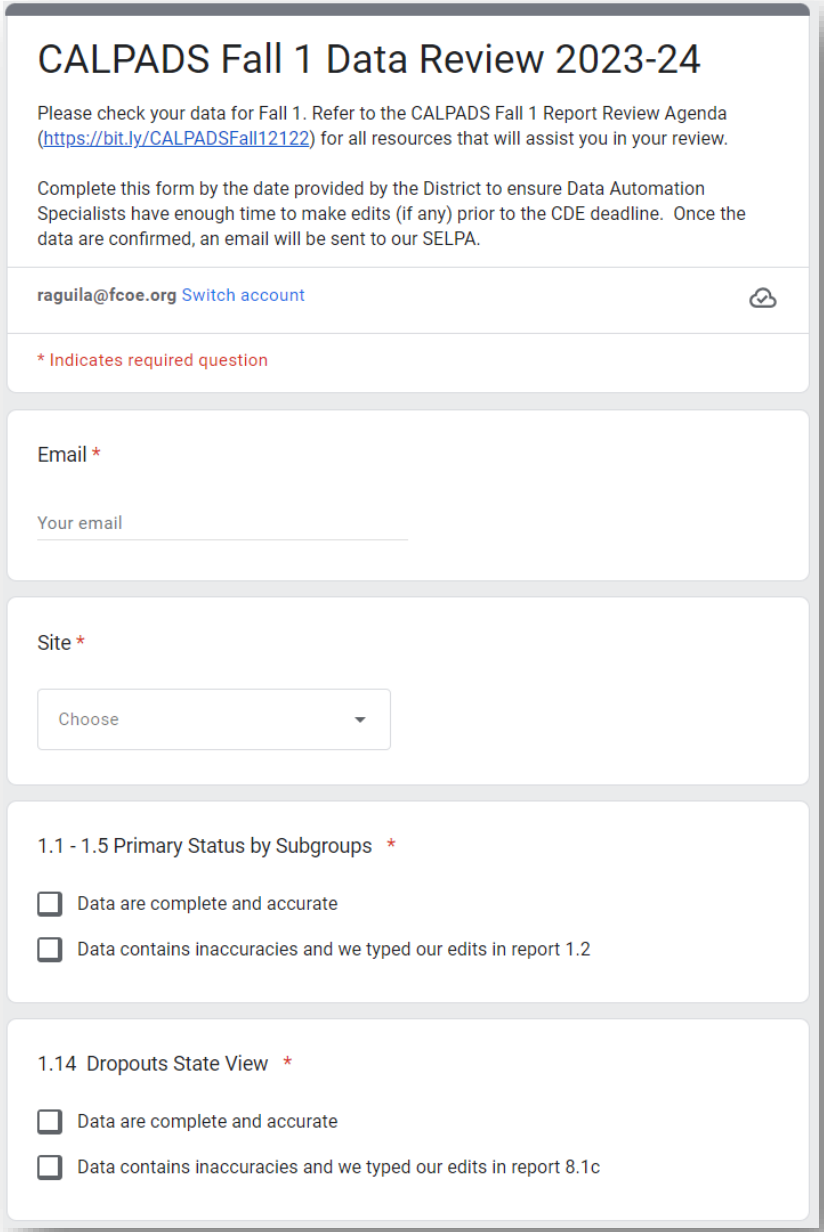




Example of our Process

After the review of reports are complete, the site/program Administrator submits the Fall 1 Confirmation Survey form. This informs the district if there are necessary edits or if the data are accurate.

Timestamp	Site	1.1 - 1.5 Primary Status by Subgroups	1.14 Dropouts State View	1.17 & 1.18 LCFF
11/28/2023 16:24:34	CTEC	Data contains inaccuracies and we typed our edits in report 1.2	Data contains inaccuracies and we typed our edits in report 8.1c	Data are complete and accurate
11/30/2023 10:04:51	Alice M. Worsley	Data contains inaccuracies and we typed our edits in report 1.2	Data contains inaccuracies and we typed our edits in report 8.1c	Data contains inaccuracies and we typed our edits in report 1.18
11/30/2023 17:33:59	Violet Heintz Education Academy	Data contains inaccuracies and we typed our edits in report 1.2	Data are complete and accurate	Data contains inaccuracies and we typed our edits in report 1.18
12/4/2023 15:43:35	Fresno County Special Education	Data contains inaccuracies and we typed our edits in report 1.2	Data contains inaccuracies and we typed our edits in report 8.1c	Data contains inaccuracies and we typed our edits in report 1.18



CALPADS Fall 1 Data Review 2023-24

Please check your data for Fall 1. Refer to the CALPADS Fall 1 Report Review Agenda (https://bit.ly/CALPADSFall12122) for all resources that will assist you in your review.

Complete this form by the date provided by the District to ensure Data Automation Specialists have enough time to make edits (if any) prior to the CDE deadline. Once the data are confirmed, an email will be sent to our SELPA.

raguila@fcoe.org Switch account

* Indicates required question

Email *

Your email

Site *

Choose

1.1 - 1.5 Primary Status by Subgroups *

- [ ] Data are complete and accurate
- [ ] Data contains inaccuracies and we typed our edits in report 1.2

1.14 Dropouts State View *

- [ ] Data are complete and accurate
- [ ] Data contains inaccuracies and we typed our edits in report 8.1c

Now, it's your turn

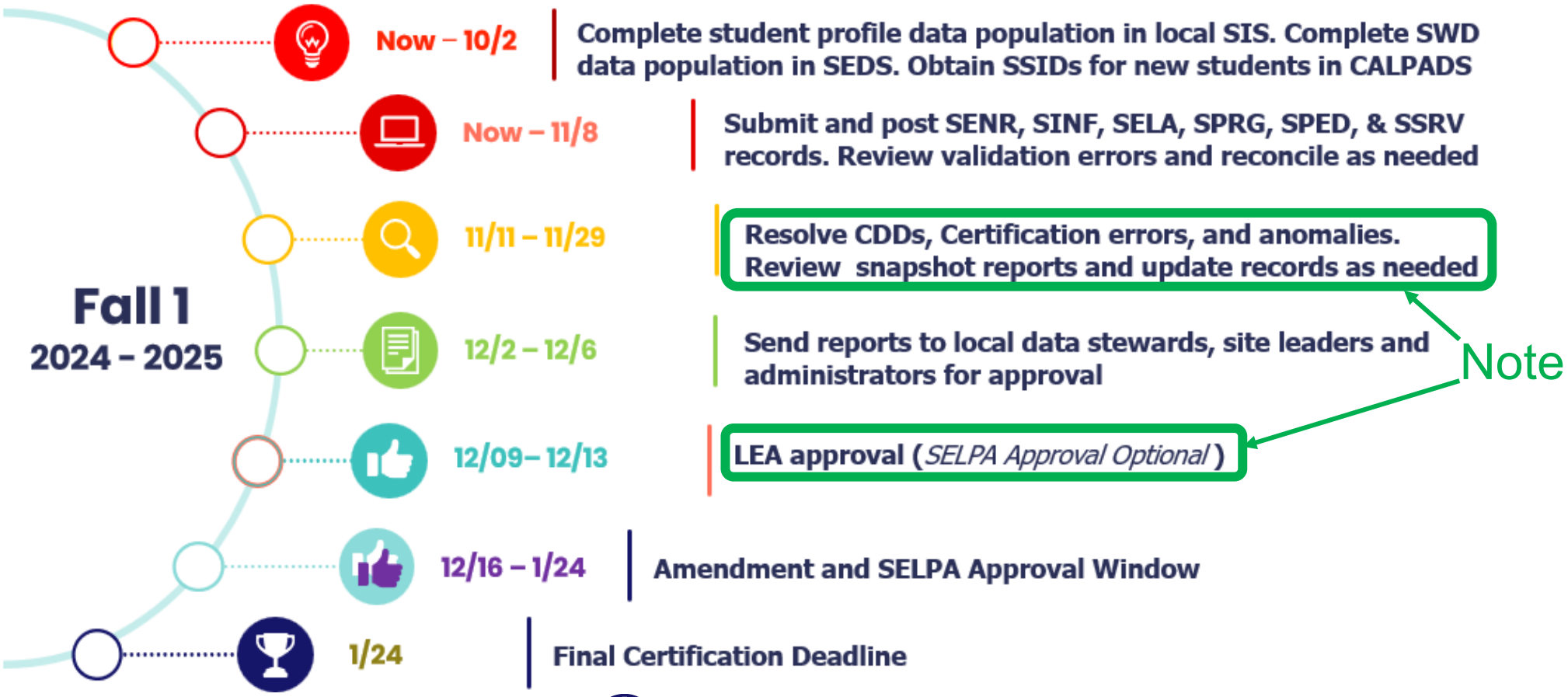
Fall 1 Plan of Attack

Who will be involved in the review process?

Fall 1 Aggregate Reports	Supporting Reports	Aggregate Report Descriptions	School Site	Reviewer(s)	Target Date for Completion of	Date Reviewer Confirmed Data
1.1 Enrollment - Primary Status by Subgroup	1.2 Enrollment - Primary Status Student List 1.3 Enrollment - By Primary Status Disaggregated 1.4 Enrollment - State View 1.5 Enrollment - By Status Disaggregated	Reports the primary and short-term enrollment counts for specific student subgroups at the school level. This report provides the California Department of Finance with enrollment counts used for budget projections and the federal government with counts of student subgroups for purposes of Title I funding. The data included in this report are publicly accessible from Dataquest and Ed-Data.	School A			
			School B			
			School C			
			School D			
			School E			
1.24 Dropouts by Subgroup	1.8 Dropouts by Subgroup - Student List 1.12 Dropouts - Count Disaggregated 1.13 Exits - Count Disaggregated	Reports the number of students submitted by the LEA as Dropouts by subgroup. Dropout counts are based on students who exited during the prior academic year.	School A			
			School B			
			School C			
			School D			
			School E			
1.17 FRPM/EL/Foster Youth - Count	1.18 FRPM/EL/Foster Youth - Student List	Reports the count of students in categories that are eligible for local supplemental funding dollars based upon their demographics as of Fall 1 Census Day. Totals by school and totals by LEA with drill down links to student list for each school.	School A			
			School B			
			School C			
			School D			
			School E			

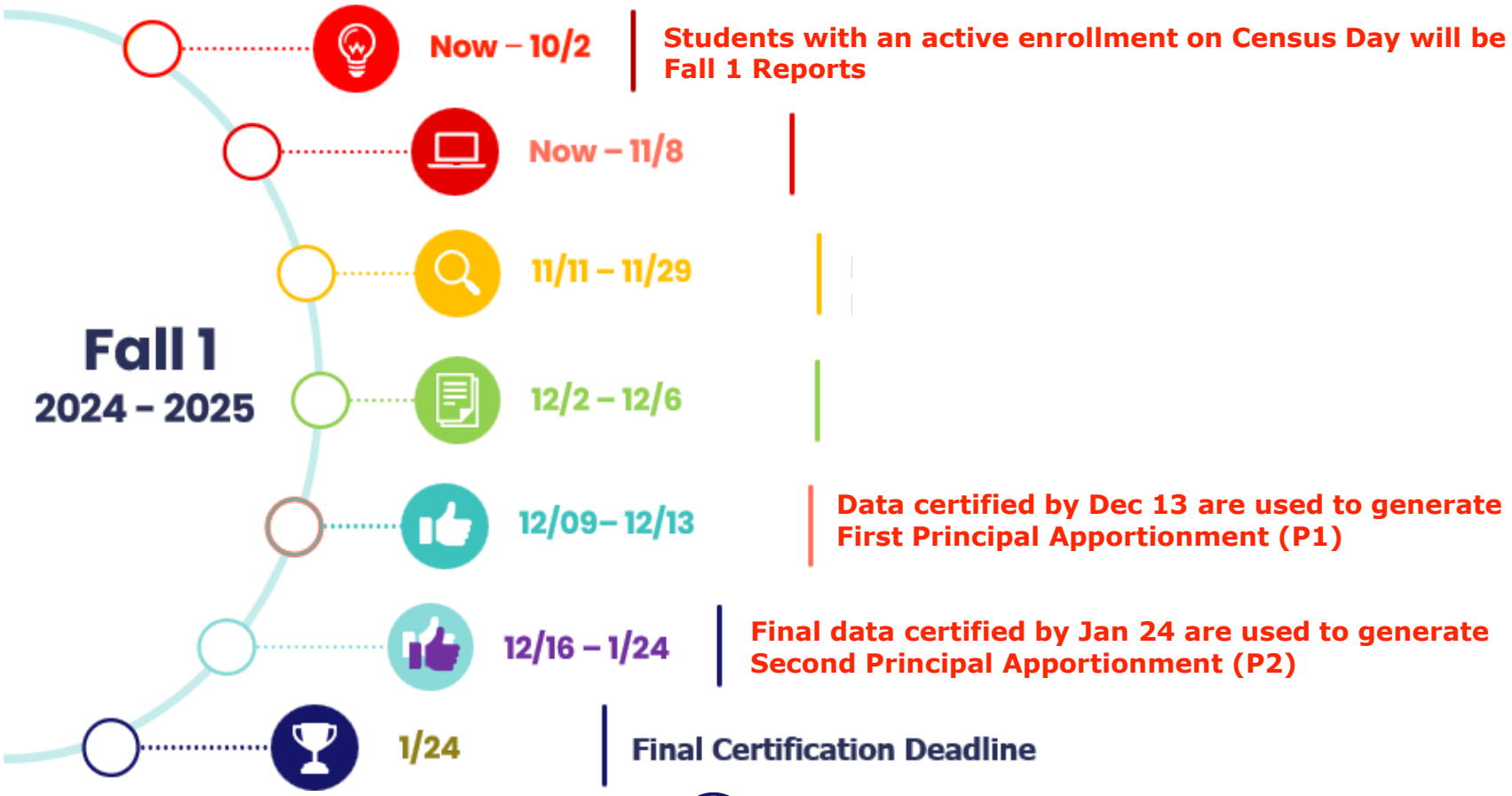
Fall 1 Plan of Attack

Develop Your Internal Timeline



Fall 1 Plan of Attack

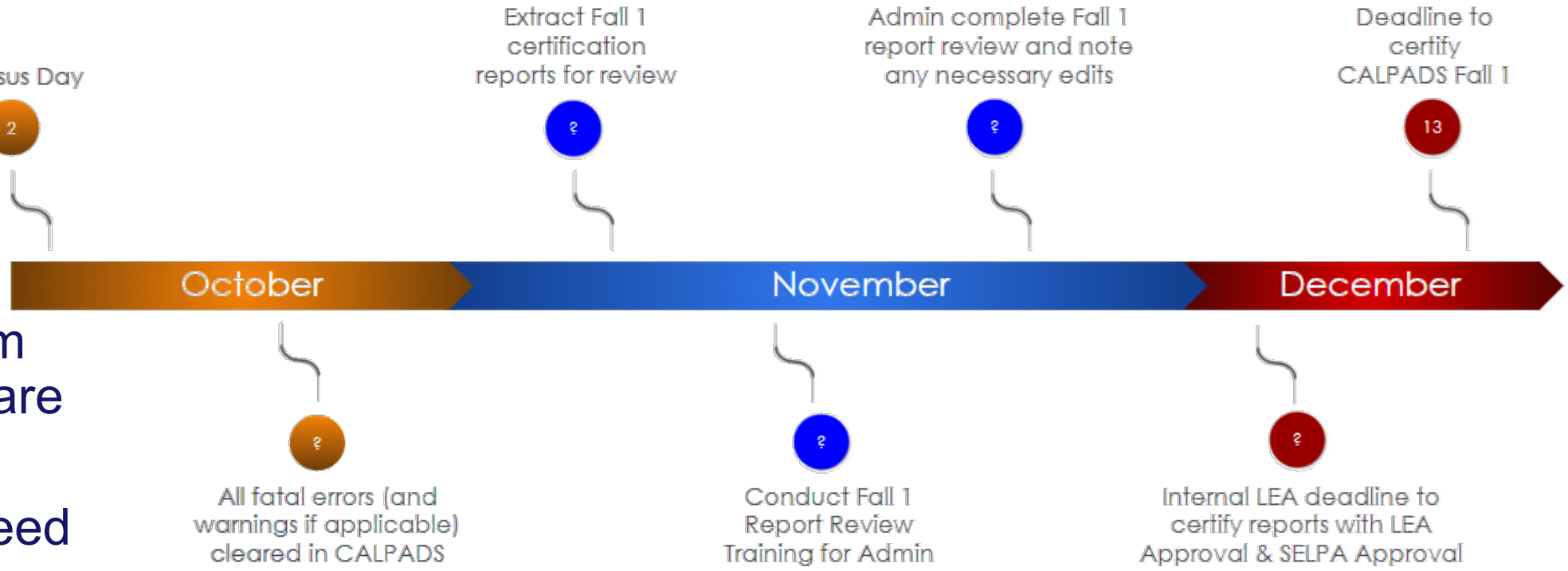
Why is this important?



Fall 1 Plan of Attack

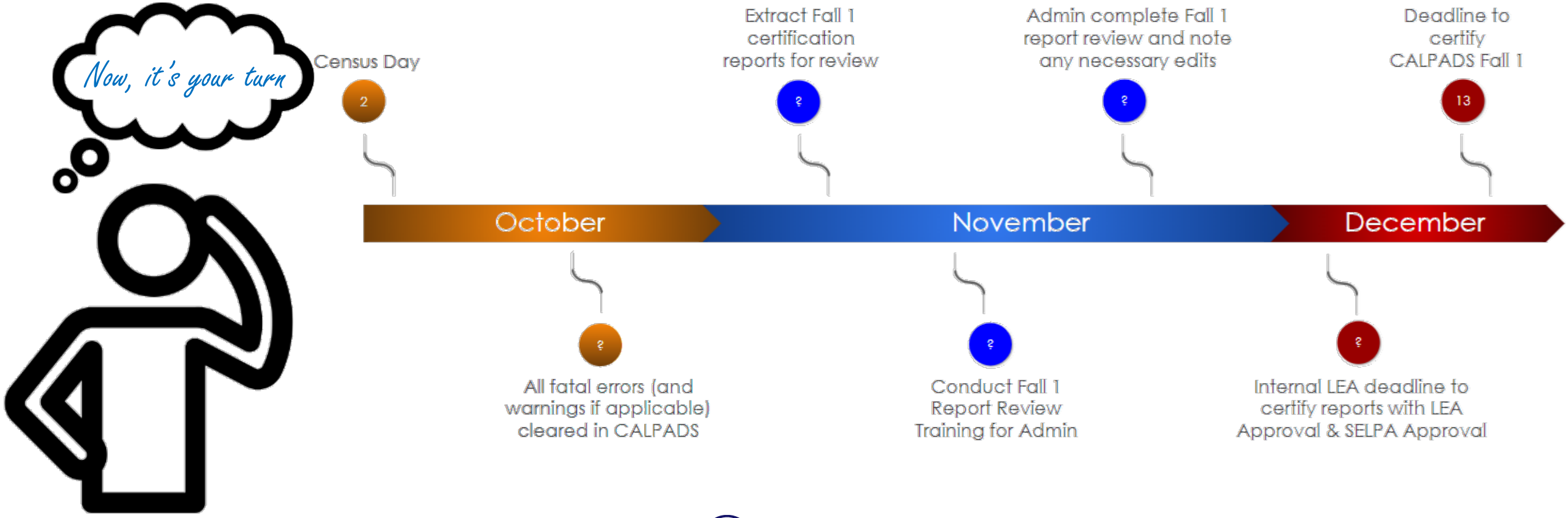
Develop Your Internal Timeline

- Keep the timeline simple.
- Share it with team members to confirm internal deadlines are realistic.
- Know there may need to be changes.



Fall 1 Plan of Attack

Develop Your Internal Timeline



CALPADS Resources

CSIS YouTube Channel

CALPADS User Manual

CDE CALPADS FAQs

We value your feedback!

CALPADS Statewide Leadership Training Survey

Thank you!