

Special Education Personnel Data Report Technical Assistance Guide 2024–25 Draft

This Technical Assistance Guide (TAG) provides information on reporting and submitting the 2024–25 Special Education Personnel Data Report (PDR). It includes the following information:

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Important Dates

Data submitted must reflect personnel as of **October 2, 2024**, California Longitudinal Pupil Achievement Data System (CALPADS) census date. Local Educational Agencies (LEAs) reports are due on Friday, **May 9, 2025**, so LEAs, Special Education Local Plan Areas (SELPA), and California of Department of Education (CDE) can coordinate data quality checks before the SELPA certification due date.

Once the submission is completed and verified by an authorized SELPA official, the SELPA Certification page must be generated, signed by an authorized SELPA official and emailed to SEDDataReports@cde.ca.gov. **In the subject line** of the certification submission email, please include **the four-digit SELPA code(s) and SELPA name(s)**: for example, **7100 California State Special Schools SELPA PDR Certification**.

The Amendment Window of May 10–29, 2025 gives an opportunity for SELPAs to review reports with their LEAs and to make any amendments. The final data submission and SELPA certification are due to the CDE by **Friday, May 30, 2025, at 11:59 p.m.**

The Certification page in PDF and picture format are both acceptable. **Note: The SELPA is responsible for certification, not the LEAs.** As reports are submitted at the website, only the Certification page is submitted to SEDDataReports@cde.ca.gov.

Contact Information

Questions about the PDR website and how to report should be directed to Special Education Division at SEDDataReports@cde.ca.gov.

Please include your four-digit SELPA code in the subject line of your email and include your direct phone number in your email if a return call is preferred.

Websites and Reference Material

Data submissions are to be completed on the following website:
<http://www3.cde.ca.gov/specialeducationpersonnel/logon.aspx>

Printing a SELPA Certification Page:
<https://cde.box.com/s/rz6clfnhyfgcal5zxgqmn6xsu32wubmh>

SELPA Personnel Data Report Print website:
<https://www3.cde.ca.gov/specialeducationpersonnel/selpalogon.aspx>

SELPA print guide with new report feature:
<https://cde.box.com/s/hfjfup3dhxl3zzad9alimd1lxqx45bv4>

PDR Data Table Form:
<https://cde.box.com/s/1k1rcqbzl94pqmbyqt68auyj7q92ux54>

Section I – Background Information

Section 618(a)(3) of the Individuals with Disabilities Education Act (IDEA) requires each State to submit data on special education personnel to the Office of Special Education Programs (OSEP). The data collected are reported in the Annual Report to Congress on the Implementation of IDEA, Part B and C. To access the reports, use the link below:

<https://www2.ed.gov/about/reports/annual/osep/index.html>

This guide is developed for special education local plan areas (SELPA), local educational agencies (LEAs), county offices of education (COEs), and state-operated programs (SOPs) for reporting special education positions by categories using the Special Education PDR website. **The data collected are used by the California Department of Education (CDE) to meet the reporting requirements of OSEP.**

For the purpose of the PDR, LEAs include school districts, charter schools, and COEs. The SOPs include all participating programs serving students with disabilities (SWD) through various state-operated programs or agencies. For convenience, CDE uses the terms LEA and SELPA to include the SOPs.

Do not include employees from other agencies such as California Children's Services and California Department of Health Care Services. Only report the positions providing special education and related services. Do NOT include any general education positions when reporting.

Important Note: All positions are reported by Full-Time Equivalents (FTEs) as it relates to providing special education and related services. Report personnel who are employed or contracted to provide related services to SWD ages 3 through 22 regardless of funding source (i.e., Part B IDEA, State, or local), including personnel employed by private agencies, Joint Power Agreements, private vendors, and nonpublic agencies (NPAs). See Code of Federal Regulations Title 34 § 300.156 (a) and (b) for details.

Section II – Guidance for reporting

What is the reporting period of this data?

The Special Education PDR census date is **October 2, 2024**, for 2024–25 reporting and it aligns with the CALPADS census date. Report FTEs by Personnel Category in Sections A and B. **Please Note:** Only report positions that are filled as of census date. Vacancies are no longer reported as we streamlined this in the 2021–22 reporting cycle.

How are data reported by Full-Time Equivalent?

Report the FTE on only the percentage of time the special education and related services personnel work specifically with SWD receiving special education and related services which includes staff and/or contracted staff with districts, SELPA, COE, interagency agreement, NPAs, or outside private vendor(s).

When reporting the LEA and SELPA data, the data are rounded to the hundredth decimal place. For example, a speech-language pathologist who works 3 hours per day of a 6-hour school day is counted as 0.50 FTE.

$3 \times 5 = 15$ hours a work week and $6 \times 5 = 30$ hours in a work week. $15/30 = .5$ FTE

For example, an orientation and mobility specialist who works 4 hours per day of a 6-hour school day, is counted as 0.67.

$4 \times 5 = 20$ hours and $6 \times 5 = 30$ hours in a work week. $20/30 = .667$ rounded to .67 FTE

Another example, a LEA has two audiologists who **each** work 4 hours per day of a 6-hour school day, the LEA would report 1.33 FTE (rounding the 1.334 to the nearest hundredth decimal place). The FTEs can be reported **up to two decimal places**. Reporting LEAs should have the same number of work hours in a school day as a base and determined by the SELPA.

Who is reporting?

All LEAs are required to report if they employ or have contracted staff who serve students with disabilities within the LEA. Independently reporting charters (IRC), who are schools of the district for special education purposes, will submit their special education positions to their authorizing LEAs. The authorizing LEA will submit the information for all their schools, including any IRCs they authorize.

Charter Schools, which are their own LEA for special education purposes, will be reporting separately from their authorizer.

The EDFacts reporting specifications of personnel categories are located at the links below. Click on the link to access the document.

FS070 — Special Education Teachers (FTE) v21.0

<https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/fs070-21-0.docx>

FS099 — Special Education Related Services Personnel v21.0

<https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/fs099-21-0.docx>

FS112 — Special Education Paraprofessionals v21.0

<https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/fs112-21-0.docx>

Per the U.S. Department of Education: This category list is based on those related service personnel categories noted in IDEA regulations. These categories do not include assistants (e.g., certified occupational therapy assistants (COTAs) or speech and language pathology assistants (SLPAs)). We acknowledge that our list of related service personnel does not capture all categories applicable in some states/ locations. If the personnel do not fit into the categories outlined in file specifications 099, 112, or 070, then LEAs should not report them.

Section III – Definitions of Section A

Definitions of Columns in Section A

CERTIFIED: Applies to Column A in Section A

Report special education teachers in FTEs who are employed or contracted, **including contracted service providers such as NPAs** who provide special education and related services who met the California standard for “certified”. This includes Special education teachers include resource specialists, preschool teachers, itinerant/consulting teachers, home/hospital teachers, and teachers of the SWD in separate schools and facilities, state hospitals, and development centers. **NOTE:** Deaf and Hard of Hearing specialist and vision impairment specialist who have credential and provide support services to SWD should be reported as teacher in the appropriate categories.

Do not include employees from other agencies such as California Children's Services and California Department of Health Care Services.

The definition for a "certified" special education teacher is an individual who:

- Holds a bachelor's degree or higher.
- Holds a valid California Education Specialist Instruction Credential or a valid Commission on Teacher Credentialing (CTC) District Intern Credential for no more than three years.
- Is assigned to provide instructional services and teach core academic subjects on the basis of holding the Special Class Authorization on a Clinical Rehabilitative Services Credential that met the teacher requirements.

Reference can be found at link below:

[https://www.ctc.ca.gov/credentials/leaflets/Education-Specialist-Credential-\(CL-808C\)](https://www.ctc.ca.gov/credentials/leaflets/Education-Specialist-Credential-(CL-808C))

NOT FULLY CERTIFIED: Applies to Section A

General Guidelines: Personnel, who may have been employed on a credential waiver, temporary certificate, Short-Term Staff Permit, Provisional Intern Permit, or other basis (e.g. long-term substitutes), should be reported in column B if they do not hold standard the California credential for the for the position to which they were assigned, or if they did not meet other existing California requirements for the position. See 20 U.S.C. 1412(a)(14) and 34 CFR § 300.156 for details.

QUALIFIED: Applies to Section A

For Section A in Column A, report FTEs of paraprofessionals. See Rows 06 and 07 for details. The personnel categories are mapped to EDFacts file structures as described on page four. LEAs and SELPAs may define personnel categories as appropriate.

Section A: Special Education Teachers and Paraprofessionals

Please Note: The age groupings for reporting teachers and paraprofessionals have been revised in 2022–23. Students who are age 5 and are not in kindergarten will be reported in the age group, **ages 3–5, not in transitional kindergarten or kindergarten**. Students who are age 5 and are in transitional kindergarten or kindergarten will be reported in the age group, **ages 5K–22**. Reference link about transitional kindergarten is below:

<https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash228.asp>

General Information: For convenience, the CDE uses the terms: **5K–22** for Ages 5K–22 in kindergarten, including transitional kindergarten and **Ages 3–5** for Ages 3–5, not in transitional kindergarten or kindergarten. Rows 01, 02 and 03 have been

consolidated into Row 01 Teacher (Ages 5K–22). Rows 05, 08, 09, and 10 have been consolidated into Row 5 Teacher (Ages 3–5). Please see table below.

Class Attending	Age of Student	
	Age 4	Age 5
Preschool (Pre-K)	3-5 Age Group	3-5 Age Group
Transitional Kindergarten	3-5 Age Group	5K-22 Age Group
Kindergarten	3-5 Age Group	5K-22 Age Group

Row 01: Teacher (Ages 5K–22): Include resource specialists, special day class teacher, other certified teacher, home/hospital instructor, severe disorder of language teacher, inclusion specialist, integration resource teacher, any other teacher involved in direct instruction, teacher of visual impaired and the blind, and deaf and the hard of hearing. Report all credentialed teachers and staff for students ages 5K–22, including transitional kindergarten.

Row 02–03: Filler – Report Teacher (Ages 5K–22) in Row 01.

Row 04: Filler – This row is no longer collected.

Do **NOT** include general education teachers and general education paraprofessionals who work with SWD in a general education preschool setting.

Row 05: Teacher (Ages 3–5): Include special education teachers in preschool programs, resource specialist, special day class teacher, any other certified teacher, home/hospital instructor, severe disorder of language teacher, inclusion specialist, integration resource teacher, teacher involved in direct instruction, teacher of visual impaired and the blind, and deaf and the hard of hearing. Report all credentialed teachers and staff for students ages 3–5, not transitional kindergarten or kindergarten.

Rows 06: Preschool Paraprofessional for (Ages 3–5) and Row 07 Paraprofessional (5K–22): Include paraprofessionals who meet the California standard of “qualified” for the position as described in California *Education Code* Section 56205[a][13] and meets the federal criteria identified in 20 USC 1412(14)(B). Reference can be found at link below:

<https://www.cde.ca.gov/pd/ee/paraprofessionals.asp>

Row 08–10: Filler – Report Teacher (Ages 3–5) in Row 05.

Section IV – Definitions in Section B

Definition for Columns in Section B

LICENSED: Applies to Section B

Report **personnel who are employed or contracted, including contracted service providers such as NPAs**. For Section B in column A, report FTEs of personnel employed or contracted to provide special education and related services who met the California licensure standard for the position held. This category includes: a) personnel who hold an appropriate California licensure for the position held; and b) personnel who hold positions for which no California requirements exist.

NOT FULLY LICENSED: Applies to Section B

For personnel employed or contracted to provide special education related services, report FTE personnel **NOT** fully licensed in column B.

Section B: Special Education Personnel

General Information: Rows 11 and 24 are consolidated into Row 11 as (Adapted) Physical Education Teacher and Recreation/Therapeutic Recreation Specialist. Rows 13 and 25 are consolidated as Counselor/Rehabilitation Counselor in Row 13.

For four categories which typically provides Educationally Related Mental Health Services (ERMHS), report the FTEs for **counselors, medical/nursing staff, psychologists, and social workers** whose service time is divided between SWDs and students in the general population, base the reported FTE on only the percentage of time the staff works specifically with students receiving (or being evaluated for) special education and related services.

Row 11: (Adapted) Physical Education Teacher and Recreation/Therapeutic Recreation Specialist provide the following services to SWD:

- Special physical education, adaptive physical education, movement education, or motor development to students and youth with disabilities.
- Assessment of leisure function.
- Therapeutic recreation services.
- Recreation programs in schools and community agencies.
- Leisure education.

Row 12: Audiologist provide the following services to SWD:

- Identification of students and youth with hearing loss.

- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing.
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation.
- Creation and administration of programs for prevention of hearing loss.
- Counseling and guidance of students, parents, and teachers regarding hearing loss.
- Determination of the students' needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Row 13: Counselor and Rehabilitation Counselor provide the following services to SWD:

- Guide individuals, families, groups, and communities by assisting them in problem solving, decision-making, discovering meaning, and articulating goals related to personal, educational and career development.
- Provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability.
- Vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

Row 14–15: Filler – This row is no longer collected.

Row 16: Interpreter provides services to children and students who are deaf or hard of hearing, including:

- Oral transliteration services.
- Cued language transliteration services.
- Sign language interpreting services.

Row 17: Medical/Nursing service staff provide the following medical and nursing services:

- Medical services¹ for diagnostic and evaluation purposes provided to determine whether a student has a disability and the nature and extent of the special education and related services that the student needs.

¹ Adapted from 20 U.S.C. § 1401(26) and 34 C.F.R. Part 300.34(5)

- Nursing services designed to enable a SWD to receive Free Appropriate Public Education **as described in the student's Individualized Education Program (IEP)**, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).

Row 18: Filler – This row is no longer collected.

Row 19: Occupational Therapist provide the following services to SWD:

- Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation.
- Improving ability to perform tasks for independent functioning if functions are impaired or lost.
- Preventing, through early intervention, initial or further impairment or loss of function.

Row 20: Orientation and Mobility Specialist provide the following services to SWD including:

- Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.
- Teaching students, the following, as appropriate:
 1. Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street).
 2. To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision.
 3. To understand and use remaining vision and distance low vision aids.
 4. Other concepts, techniques, and tools.

See the following link for the standard definitions: <https://www.ed.gov/edfacts-workbook>

Row 21: Filler – This row is no longer collected.

Row 22: Physical Therapist provide the following services to SWD:

- Screening, evaluation, and assessment of student to identify movement dysfunction.

- Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems.
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

Row 23: Psychologist provide the following services to SWD or in evaluations for special education eligibility:

- Administering psychological and educational tests, and other assessment procedures.
- Interpreting assessment results.
- Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning.
- Consulting with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, direct observations, and behavioral evaluations.
- Planning and managing a program of psychological services, including psychological counseling for students and parents.
- Assisting in developing positive behavioral intervention strategies.

Note – For reporting psychologists whose service time is divided between SWD and students in the general population, base the reported FTE on only the percentage of time the psychologist works specifically with students receiving (or being evaluated for) special education and related services.

Row 24: Filler – Report Recreation and Therapeutic Recreation specialist in Row 11.

Row 25: Filler – Report Rehabilitation Counselor in Row 13.

Row 26: School Social Worker provide the following services to SWD:

- Preparing a social or developmental history on a SWD.
- Group and individual counseling with the student and family.
- Working in partnership with parents and others on those problems in a student's living situation (home, school, and community) that affect the student's adjustment in school.

Row 27: Speech-Language Pathologist provide the following services to SWD:

- Identification of students with speech or language impairments.

- Diagnosis and appraisal of specific speech or language impairments.
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments.
- Provision of speech and language services for the habilitation or prevention of communicative impairments.
- Counseling and guidance of parents, students, and teachers regarding speech and language impairments.

Note: To avoid duplicative reporting of FTEs, **do not include personnel who are already reported in Section A.**

Row 28–31: Filler – This row is no longer collected.

Row 32: Totals: This row contains the calculated totals for each column. **(No entries are required).**

Section V – Website Reporting

Please Note: To avoid duplicative reporting of FTEs, do NOT aggregate staff counts from LEAs and report it as total aggregate staff as the SELPA.

IRCs, who are schools of the district for special education purposes, will submit their special education positions to their authorizing LEAs. The authorizing LEA will submit the information for all of their schools, including any schools of the district for special education purposes IRCs they authorize.

Charter Schools, which are their own LEA for special education purposes, will be reporting separately from their authorizer.

Staff who provide ERMHS can be reported based upon the type of services the staff member provides to students with disabilities, which typically fall into one of the following categories in the PDR:

- Row 13: Counselor and Rehabilitation Counselor
- Row 17: Medical/Nursing staff
- Row 23: Psychologist
- Row 26: Social Worker

Note for Single-LEA SELPAs: FTEs should be reported as the LEA. SELPAs do NOT need to report positions. Once the LEA has submitted the report, the SELPA must log on as the SELPA and then submit a blank report to generate the SELPA certification page.

The Special Education PDR is required to be reported by LEAs, certified by SELPAs, and are documented and maintained in the SELPA or LEA offices for on-site verification by CDE or other state and federal agencies. SELPA may collect the reports from their LEAs and enter the data on their behalf. Print or save the submitted report(s) for your records.

PDR for LEAs are due May 9, 2025. The Amendment Window is May 10–29, 2025, which are for SELPAs and LEAs to complete their reporting and verify the reports. **The SELPA certification is due to CDE by 11:59 p.m. on Friday, May 30, 2025.** LEAs are highly encouraged to submit by May 9, 2025, so the LEA, SELPA and CDE can coordinate data quality checks. This gives an opportunity for SELPAs to review the reports submitted and to make any amendments.

Within the same SELPA, the SELPA and their LEAs can submit the PDR separately using the LEA drop-down list to log on to report. The options to print and edit data after submittal are available until the reporting cycle closes. Entries can be corrected during the Amendment Window.

Viewing and printing all the LEAs reports during the collection and after the collection closes are available ONLY to SELPAs by accessing the new SELPA Print module link below. Additionally, the SELPA print guide is available for download.

SELPA print: <https://www3.cde.ca.gov/specialeducationpersonnel/selpalogon.aspx>

SELPA print guide: <https://cde.box.com/s/95bywii7no5lmg8l1uxeerrj5zp8yafg>

Section VI – Printing Certification Page

Each SELPA will log on as “SELPA” which has a four-digit SELPA code followed by seven zeroes from the LEA drop-down list. The Printing Certification Page guide is available to view and download at the link below:

<https://cde.box.com/s/rddnphqs76t71pt9r14ltwe1i7r8z83w>

- Enter FTEs in the fields (if applicable)
- Scroll to the bottom of the web page and select the “Next” button
- Enter all the fields in Website Data Entry Contact Information section
- Select “Preview” button and review all the entries entered
- Select “Submit” and select “Print Cert Page” button to obtain the Certification Page and select Ctrl+P to print/save the page

Only the certification page generated by the SELPA log on from the website will be accepted. Please do NOT submit copies of the report or a screen print of the report to CDE. Each SELPA has the option of reporting its own office staff separately with personnel positions in the SELPA central office only.

Multi-LEA SELPAs have two methods of reporting as determined by each SELPA. Please contact your SELPA office to determine which method is preferred.

- SELPA distributes the TAG, passwords, and the data form table to their LEAs to collect the data and LEA staff enter the data in the Special Education PDR website. This is the decentralized method. **Please Note:** If your SELPA is using the decentralized method, and you have not received your passwords, please contact your SELPA office or your SELPA PDR Liaison.
- The SELPA distributes the TAG, and data form table to collect the data and then SELPA enters the reports on the LEAs behalf. This is the centralized method.



For Single-LEA SELPAs, positions should be reported as the LEA. SELPAs do NOT report positions. The single LEA SELPA must log on as the SELPA and then submit a blank report to generate the certification page.

The Printing SELPA Certification Page guide is available for view and download at:
<https://cde.box.com/s/rddnphqs76t71pt9r14ltwe1i7r8z83w>

The completed submission must include at least one SELPA submission and one data submission per active LEA in a SELPA or SOP, along with emailing the certification page signed by an authorized SELPA official to SEDDataReports@cde.ca.gov. Using a verifiable digital signature and a wet signature that has been scanned are acceptable.

PDF and picture format of the certification page are acceptable. In the subject line of the certification submission email, **include the four-digit SELPA code(s) and SELPA name(s)**, i.e. 7100 California State Special School SELPA PDR Certification.

Appendix I – Screenshot of Sample of Special Education Local Plan Area Certification Page



Change Text Size: A A A

Special Education Personnel Data Report 2024-25

SELPA Certification Page

Website Data Entry Contact:
SELPA CODE: 0300 **SELPA NAME:** Amador County SELPA
SELPA Office Contact Person Name: SELPA PDR Liaison
Telephone: 999-888-8888 ext 8 **Email:** SELPASTaff@SELPA.edu

SELPA CERTIFICATION:
I certify that the personnel data for the 2024-25 school year for the above SELPA and the LEAs within the SELPA have been accurately reported following all applicable laws, regulations, and the instructions provided by the California Department of Education.
Signature of Authorized Official: _____
Title: _____ **Date:** _____

IMPORTANT NOTES:

- The data shall be reported to reflect personnel as of **October 2, 2024**.
- Due date is **Wednesday, April 30, 2025**.
- Amendment window is **April 10–29, 2025**.
- SELPA Certification Page must be emailed to SEDDataReports@cde.ca.gov. Please include your **four-digit SELPA code** and **SELPA name** in the subject line of the certification email.

Appendix II – Screenshots of Sections A, and B

SECTION A: Special Education Teachers and Paraprofessionals

Row	Category	(A) Certified or Qualified (LEA or Contracted Staff)	(B) Not Fully Certified (LEA or Contracted Staff)
1	Teacher (Ages 5K-22)*	<input type="text"/>	<input type="text"/>
2	Filler	<input type="text"/>	<input type="text"/>
3	Filler	<input type="text"/>	<input type="text"/>
4	Filler	<input type="text"/>	<input type="text"/>
5	Teacher (Ages 3-5)**	<input type="text"/>	<input type="text"/>
6	Preschool Paraprofessional (Ages 3-5)**	<input type="text"/>	<input type="text"/>
7	Paraprofessional (5K-22)*	<input type="text"/>	<input type="text"/>
8	Filler	<input type="text"/>	<input type="text"/>
9	Filler	<input type="text"/>	<input type="text"/>
10	Filler	<input type="text"/>	<input type="text"/>

* in kindergarten, including transitional kindergarten

** not in transitional kindergarten or kindergarten

SECTION B: Special Education Personnel

Row	Category	(A) Certified or Licensed (LEA or Contracted Staff)	(B) Not Fully Licensed (LEA or Contracted Staff)
11	Recreation/Therapeutic Recreation Specialist and Adapted Physical Education Specialist	<input type="text"/>	<input type="text"/>
12	Audiologist	<input type="text"/>	<input type="text"/>
13	Counselor/Rehabilitation Counselor	<input type="text"/>	<input type="text"/>
14	Filler	<input type="text"/>	<input type="text"/>
15	Filler	<input type="text"/>	<input type="text"/>
16	Interpreters (Sign Language)	<input type="text"/>	<input type="text"/>
17	Medical/Nursing Service Staff	<input type="text"/>	<input type="text"/>
18	Filler	<input type="text"/>	<input type="text"/>
19	Occupational Therapist	<input type="text"/>	<input type="text"/>
20	Orientation and Mobility Specialist	<input type="text"/>	<input type="text"/>
21	Filler	<input type="text"/>	<input type="text"/>
22	Physical Therapist	<input type="text"/>	<input type="text"/>
23	Psychologist	<input type="text"/>	<input type="text"/>
24	Filler	<input type="text"/>	<input type="text"/>
25	Filler	<input type="text"/>	<input type="text"/>
26	School Social Worker	<input type="text"/>	<input type="text"/>
27	Speech-Language Pathologist	<input type="text"/>	<input type="text"/>
28	Filler	<input type="text"/>	<input type="text"/>
29	Filler	<input type="text"/>	<input type="text"/>
30	Filler	<input type="text"/>	<input type="text"/>
31	Filler	<input type="text"/>	<input type="text"/>
32	Total (Lines 1-31)	0.00	0.00

Frequently Asked Questions

Q: We have many vacancies on census date. How do we report them?

A: Only report positions that are filled as of census date (October 2, 2024). Vacancies are no longer reported when we streamlined in 2021–22 reporting cycle.

Q: How do we report when a position is shared and partially funded by two different agencies?

A: A shared position can be reported in FTE by both agencies as long as the position totals to no more than one FTE. The two agencies will need to determine and agree upon what portion of the position to report, thus ensuring the position does not get counted twice. Do not double count the position.

Q: We are a single-LEA SELPA, and have reported all our positions in a LEA. Do we need to report the positions again as the SELPA?

A: No, a single LEA SELPA does not need to report the positions again because it would be considered duplicative reporting. SELPA needs to log on as SELPA and submit a blank report to generate the Certification Page.

Q: The LEAs in our SELPA have reported, and SELPA has submitted the Certification Page to the CDE before the deadline. However, the LEA has subsequently made corrections or resubmitted data after certification. What does the SELPA need to do?

A: The SELPA needs to review changes made by the LEA, print, or save a copy for their records. A re-submission made by a LEA or SELPA after certification is only allowable up to the SELPA submission deadline. LEAs are highly encouraged to coordinate and collaborate with SELPA by reporting before May 10. Certification and re-certification after the deadline of 11:59 p.m. on Friday, May 30, 2025, will be considered as late.

Q: We have many LEAs in our SELPA. How do we collect and report to the PDR?

A: SELPA determines the method to how to collect and report the PDR. One method is SELPA centrally coordinating the data collection by distributing the TAG, and a copy of the form to the LEAs. The LEA completes the data form and returns it to the SELPA so the data report can be entered by SELPA staff. Only a SELPA can certify to the CDE when all data submissions are complete.

Another option is SELPA distributing the TAG and passwords to the LEAs. Each LEA collects and enters the data and SELPA staff coordinates and reviews the data submitted by the LEAs. It is SELPA's responsibility to certify to CDE when all the data are complete, not the LEAs.

Q: Our LEA considers a school day to be six hours, and another LEA in our SELPA considers a school day to be five hours. What should we use as a base to calculate the FTEs in our LEA? How do we determine the proportion for positions that do not work a full FTE?

A: The SELPA office will need to determine how many hours to use for a base for the LEAs in their SELPA. Each LEA should then use this base to calculate the FTEs.

Determine the number of hours the staff worked in a work week for your LEA. For example, a staff work four hours a day for a week is $4 \times 5 = 20$ hours. Twenty is the numerator.

Determine the base work week hours. In this example, the workday is a 6-hour day, and the work week is calculated by $6 \times 5 = 30$ hours. Thirty is the denominator.

The result is $20/30 = .667$ rounding to .67 FTE.

Q: Is a resource specialist a special education teacher?

A: Yes, a resource specialist or education specialist shall provide instruction and services for those pupils whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for a majority of a school day. The position is considered as a special education teacher for this report. This information can be found in EC 56362.

Q: What is the difference between an interpreter and a translator?

A: An interpreter for special education provides services for deaf or hard of hearing students. Translators provide oral or written translation to non-English languages. References are found at: <https://nationaldeafcenter.org/resources/access-accommodations/coordinating-services/interpreting/>

Q: In which category shall a speech-language pathologist assistant with a license be reported? In which category shall a certified occupational therapist assistant be reported?

A: Assistants in these categories are **NOT** included in this data collection. EdFacts has acknowledged the list of related service personnel does not capture all categories applicable in some states/ locations. If the personnel do not fit into the categories outlined in file specifications 099, 112, or 070, the LEAs should not report them.

Q: In which category shall a licensed vocational nurse (LVN) be reported?

A: The LVN position can be reported in Row #17 Medical/Nursing service staff as "licensed" because they are licensed.

Q: Will SELPA provide the information to LEAs? What does the LEAs need to do?

A: Yes, SELPA decides and coordinates how the LEAs report in your SELPAs. LEAs gather the FTEs to report. This may be entering the reports to the website or LEAs may be providing the report to their SELPA and SELPA staff enters the data on your LEA behalf. Please contact your SELPA director or SELPA PDR Liaison to find out how your SELPA reports. If you need passwords, please contact your SELPA PDR Liaison directly.

Q: Does the SELPA Print Website allow SELPAs to access PDRs from previous years?

A: Yes, SELPA staff has access to four years of previous reports and the current cycles reports submitted.

Q: If a teacher has both 4 and 5-year-old students, how is the teacher reported (for TK and Preschool)? Is this based upon the student's age on October 4 (census date)?

A: Count the number of student ages as of census date. For example, there is a full-time teacher who has 10 students in a Preschool and TK class with five students ages 4 and five students ages 5 as of census date.

This teacher will be report as $5/10 = .5$ FTE as 3–5 teacher and .5 FTE teacher 5K–22.

Class Attending	Age of Student	
	Age 4	Age 5
Preschool (Pre-K)	3-5 Age Group	3-5 Age Group
Transitional Kindergarten	3-5 Age Group	5K-22 Age Group
Kindergarten	3-5 Age Group	5K-22 Age Group

Q: For teachers with 0–2 infant class, how do we report them?

A: The category for the teacher with 0–2 infant class is no longer collected as of 2021–22 reporting cycle.

Q: We have teachers/aides who are with our Joint Power Authorities or Interagency Agreement agencies (contractors). Will the district count these teachers/aides as FTE?

A: Yes, report the FTEs. If the teachers/aids are working full time, it is reported as 1 FTE.

Q: If the county office hires the special education teacher BUT the special education teacher is contracted out to two districts, do the districts report the special education teacher or the county office?

A: It would be discussion and agreement between the county office and the districts to decide who will be reporting and what portion to report in FTEs.

Q: Do we report contracted staff such as those provided through a staffing agency? Do we report contracted staff that are not with SELPA?

A: Yes, report all contracted staff if special education and related services are provided to students with disabilities. Following your funding stream(s) and agency to determine who is paying for the position(s). The agency would typically be reporting the FTEs if it is paying for the services.

Q: Which category are the Behaviorist, Deaf/Hard of Hearing Specialists, Vision Specialists, and Board Certified Behavior Analyst reported?

A: Although the Behaviorist and Board Certified Behavior Analyst positions were reported before, they are no longer collected. The Deaf/Hard of Hearing Specialists, and Vision Specialists can be reported as teachers if they have teaching credentials.

Q: Which categories can LEAs and SELPAs report for staff who provide ERMHS when “ERMHS” is not one of the available personnel categories in the Personnel data Report?

A: Staff who provide ERMHS can be reported based upon the type of services the staff member provides to students with disabilities, which typically fall into one of the following categories in the PDR:

- Row 13: Counselor and Rehabilitation Counselor
- Row 17: Medical/Nursing staff
- Row 23: Psychologist
- Row 26: Social Worker

Q: Should ERMHS positions be reported on the PDR if they are not funded through IDEA?

A: The CDE recognizes that in some cases, positions for staff who are providing ERMHS to SWD are not funded by IDEA. In these cases, the LEA should report, where possible, the percentage of the staff member’s FTE devoted to working specifically with students receiving (or being evaluated for) special education and related services. This guidance is based on the following similar guidance issued by OSEP for psychologists:

“Note – For reporting psychologists whose service time is divided between SWD and students in the general population, based the reported FTE on only the percentage of time the psychologist works specifically with students receiving (or being evaluation for) special education and related services.”

Glossary of Acronyms and Initials

Acronym	Term
Ages 3–5	Ages 3–5, not in transitional kindergarten or kindergarten
Ages 5K–22	Ages 5K–22, in kindergarten including transitional kindergarten (TK)
CALPADS	California Longitudinal Pupil Achievement Data System
CDE	California Department of Education
COE	County Office of Education
COTA	certified occupational therapy assistant
CTC	California Commission for Teaching Credentialing
ERMHS	Educationally Related Mental Health Services
FTE	full-time equivalent
IA	Interagency Agreement
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IRC	Independent reporting charter
LEA	local education agency
LVN	Licensed Vocational Nurse
NPA	non-public agency
OSEP	Office of Special Education Program
PDR	Personnel Data Report
PreK	Preschool
SELPA	special education local plan area
SEPDR	Special Education Personnel Data Report
SOP	state-operated program
SLPA	speech and language pathology assistant
SWD	students with disabilities
TAG	Technical Assistance Guide
TK	transitional kindergarten