Antelope Valley SELPA
Special Education Local Plan Area

California Longitudinal Pupil Achievement Data System (CALPADS)

CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

CALPADS serves many purposes at the Local, State and Federal levels.
- Allows California to monitor special education programs continuously to identify unusual phenomena.
- Answers program questions by analyzing student level data (policy-making, planning and administration).
- Identifies and makes it possible to research program issues (i.e. the increase of autism at the local, state and federal levels).
- Allows comparisons of special education data/outcomes to general education outcomes.
- Allows for the evaluation of individual student progress, movement through LRE, transition and post-secondary data.
- Federal law requires statutory and programmatic data for federal funds.
- Projects future needs of special education population.
- Collects a common set of core data in special education to address issues of statewide and local interest (research capabilities).

In addition, with the reauthorization of IDEA in 2004, came the requirement for States to submit State Performance Plans (SPP) to the Federal Government annually through submission of the Annual Performance Report (APR). Twenty indicators are reported, many of which are gathered through local CALPADS reporting i.e., graduation rates, drop-out rates, Suspension/Expulsion rates, LRE, preschool assessment, disproportionality representations (ethnicity and disability comparisons), Part C to Part B transition, secondary transition at 16 and post-school indicators.

The federal Office of Special Education Programs (OSEP) evaluates State performance through data analysis and the State of California evaluates individual SELPAs in a similar manner. The California Department of Education (CDE) evaluates school local educational agencies (LEAs), COEs and SELPAs for compliance with federal and state laws and regulations. The purpose of this overall evaluation is ultimately to verify that students with disabilities receive programs and services they need, positive results are achieved and procedural safeguards are provided. Ultimately all purposes are aimed at ensuring students with disabilities receive a free appropriate public education (FAPE).

LEAs are required to do data compliance reviews. Individual LEAs are chosen by CDE for reviews periodically, and sanctions and technical assistance are penalties and supports utilized to ensure

compliance and FAPE provision across California and the United States.

With the data being collected in multiple ways, for multiple purposes, it is important for teachers, administrators and service providers to understand when the data is reported, the purpose of the various reports and what is expected of personnel within Antelope Valley SELPA to ensure the reports are completed in an accurate and timely manner.

Beginning September 10, 2019, CALPADS began accepting data related to Students with Disabilities (SWD) that were previously submitted to the CDE through the California Special Education Management Information System (CASEMIS). CASEMIS was retired, and all data for SWD submitted by LEAs now flows directly from the Special Education Data System (SEDS) through an Application Programming Interface (API) to CALPADS. All special education data must be submitted through the API.

The demographic data for all students that are submitted to CALPADS through the SENR and SINF files are considered the authoritative source of data and will be reflected in all CALPADS special education reports. LEAs do submit students' race/ethnicity in the SPED file; however, these data are not used in the CALPADS reports. CALPADS will provide LEAs with a discrepancy extract that displays the race/ethnicity for SWDs that are reported to CALPADS through the SEDS and SIS. If the data are discrepant, the LEA should update their local system(s) appropriately.

The special education data will be uploaded through the following two files which are posted on the CDE CALPADS System Documentation web page:

- Student Special Education Program (SPED) File
- Student Services (SSRV) File

The SPED file primarily contains data that enables the CDE to meet federal reporting requirements and monitor whether LEAs are meeting federal IDEA requirements related to identifying, evaluating, and referring students to services within specified time frames, reviewing education and service plans annually and triennially, and ensuring students are receiving a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE).

The SSRV file primarily contains information on a student's IFSP/IEP/ISP including the type of service the student is to receive, the provider and location of the service, and the frequency and duration of the service.

LEAs will also submit special education related data in the following files:

- Student Test Settings (STSE) File
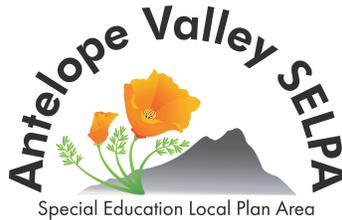
- Postsecondary Status (PSTS) File
- Student Incident (SINC) File*
- Student Incident Result (SIRS) File*
- Student Offense (SOFF) File*

Special education data is part of the Fall 1, EOY 3, and EOY 4 submissions. SELPAs are required by law to review and approve SWD data for LEAs within the SELPA. The CALPADS certification process incorporates SELPA review and approval of the special education certification reports. For the Fall 1, EOY 3, and EOY 4 submissions, an LEA's submission is certified once the LEA has approved all reports, and the SELPA has approved all special education reports for the submission. If the SELPA approves the special education reports, then the submission is certified.

Following the certification deadline, the Amendment Window opens, during which time LEAs may further amend their data. However, the LEA must approve all certification reports and the SELPA must approve the special education certification reports by the deadline in order for the submission to be certified.

FALL 1

For Fall 1, LEAs and SELPAs must review and approve the following reports:

- 16.1 – Students with Disabilities – Education Plan by Primary Disability Count
- 16.2 – Students with Disabilities – Count by Federal Setting
- 16.5 – Students with Disabilities – Student Services by Primary Disability

As with all CALPADS aggregate reports, LEAs must also view student-level-detail reports that display the students that make up the aggregate reports.

N*OTE: It is critical that charter schools submit their data for SWD and general education students consistently because LEAs and charters with inconsistent submissions will receive fatal errors from the CALPADS system and will be unable to certify their CALPADS Fall 1 and End-of-Year submissions.*

Charter School Reporting of Special Education Data

LEA's authorized charter schools must submit data for SWD and general education students in the same way. Previously, some charter schools submitted their CALPADS data directly and data for their SWD through their authorizing LEA or vice versa. Beginning September 10, 2019, the data for both populations must be submitted the same way, either directly to CALPADS or through the authorizing LEA. Charter schools that previously submitted their CALPADS and CASEMIS data differently were informed that they

needed to choose one reporting option. It is critical that charter schools submit their data for SWD and general education students consistently because LEAs and charters with inconsistent submissions will receive fatal errors from the CALPADS system and will be unable to certify their CALPADS Fall 1 and End-of-Year submissions. Specifically, LEAs will receive the following errors:

- SPED0002 – Invalid Reporting School – This compares the school of attendance in the file and the reporting LEA. For independently reporting charters, the reporting LEA would be the charter itself.
- SPED0443 – Invalid SELPA for Reporting LEA – This compares the reporting LEA to the SELPA code. For independently reporting charters, the reporting LEA would be the charter itself.

EOY 3

Student Discipline (SDIS) file has been retired and the module has been expanded to collect a broader range of incidents that includes incidents in which students commit statutory offenses, and incidents in which students are restrained or secluded. The module now includes the following three new file types:

SIRS	Student Incident
SIRS	Student Incident Result
SOFF	Student Offense

In order for the EOY 3 to be certified, LEAs must approve all EOY 3 aggregate certification reports, and their SELPA must approve the reports specific for students with disabilities. While SELPAs are not required to certify the reports that include counts of incidents and results that include general education as well as students with disabilities (Report # 7.10, Report # 7.11), LEAs are strongly encouraged to provide SELPAs access to these reports so that they can assist in the identification of potential disproportionality issues. The EOY 3 reports are summarized below:

7.10	Incident - Count
7.11	Incident Results - Count
7.12	Incident Result – Student List

7.13	Student Offense – Count by Offense
7.14	Incident Offense – Student List
7.15	Incident Results - Persistently Dangerous Offense Expulsions
7.16	Incident Restraint, Seclusion, and Removals for Students with Disabilities - Count
7.17	Unilateral Removals for Students with Disabilities - Count
7.18	Incident Removals for Students with Disabilities – Student List

To meet federal reporting requirements, the CDE must collect whether any student who committed a statutory offense, and was *suspended or expelled,* received instructional support. LEAs are not required to provide instructional support to general education students who have been suspended or expelled; however, the CDE is required to report whether instructional support was provided. LEAs are required to provide instructional support to students with disabilities who are suspended or expelled after a duration of 10 days.

EOY 4

LEAs are required to submit Special Education (SPED), Student Services (SSRV), and Postsecondary Status (PSTS) files, and LEAs and SELPAs must approve all EOY 4 reports for the submission to be certified.

The EOY 4 reports are summarized below:

16.1	Students with Disabilities – Education Plan by Primary Disability Count (EOY4)
16.2	Students with Disabilities – Count by Federal Setting – Count (EOY4)
16.3	Students with Disabilities Profile – List (EOY4)
16.5	Students with Disabilities – Student Services by Primary Disability (EOY4)

16.6	Students with Disabilities – Student Services – Student List (EOY4)
17.3	Postsecondary Survey Outcome for Students with Disabilities – Count
17.4	Postsecondary Survey Outcome for Students with Disabilities – Student List

Special Education Information System (SEIS)

The electronic IEP and Student Records in SEIS are the CALPADS data collection tool for the Antelope Valley SELPA. In order to accomplish thorough and accurate data reporting, collaboration occurs through SEIS. The special education data is directly validated against the data submitted by SEIS to CALPADS. It is imperative that IEP data is verified before it is affirmed in SEIS. Special Education Data Specialist need to review identified searches in SEIS to ensure data is accurate.

Fall: Census Date (first Wednesday in October):
- This includes all transactions between 7/1 – Census Date
- Student and Services Files

End of Year (June 30):
- This includes all transactions between 7/1 – 6/30
- Student, Services and Post Secondary files

Personnel participating in IEPs are responsible for accurate data collection at the student level. Special education teachers and all service providers enter data into the Future IEP. CALPADS errors are corrected by the Case manager by running the CALPADS error check through the affirm and attest process. It is imperative that Case Managers affirm IEPs and Amendments as soon as meetings are completed and submit student change requests as soon as Eligibility is determined, or a student is exiting. This is the only way the student data will be reported.

In addition, the Special Education Data Specialist is responsible for:
- Receiving the appropriate CALPADS roles to do required tasks.
- Either populating or assisting with populating Student with Disabilities data into SEIS and transferring that data to CALPADS via the API.
- Resolving validation errors within SEIS.
- Communicating with the CALPADS Administrator when a student does not have an enrollment in CALPADS.
- Reviewing special education certification reports within CALPADS and communicating to the

CALPADS Administrator when reports are ready for approval.
- Reviewing discrepancy reports with CALPADS staff to determine whether student demographic data need to be updated in SEIS or the Student Information System (Illuminate, Powerschool, etc.) if the LEA does not have integration systems in place to automatically correct these discrepancies.
- Working with the SEIS vendor.
- Working as an intermediary with the CALPADS Administrator and SELPA Office to address all data related concerns.

The SELPA Office is responsible for:
- Maintaining a CALPADS account.
  - SELPA Approval
  - SELPA Reports
  - Student Search
- Reviewing special education certification reports in CALPADS.
- Working collaboratively with the LEAs' Special Education Data Specialists and the CALPADS Administrators to create an approval timeline to help ensure the Fall 1 and EOY submissions are approved by the certification deadline.

Certification Process

Special education data is part of the Fall 1, EOY 3, and EOY 4 submissions. SELPAs are required by law to review and approve SWD data for LEAs within the SELPA. Therefore, the CALPADS certification process has been modified to incorporate SELPA review and approval of the special education certification reports in CALPADS. For the Fall 1, EOY 3, and EOY 4 submissions, an LEA's submission is certified once the LEA has approved all reports, and the SELPA has approved all special education reports for the submission.

Below is information on the data to focus on for each table along with guidance on what compliance or funding processes are affected by the data from the tables.

Report	Data	What to do	How data is used	Compliance/ Funding
16.1	Education Plan Type	Ensure accuracy for students with ISPs	● Used for private school proportionate share calculations	● Proportionate Share

	Primary Disabilities	Review to ensure data looks accurate	● Data used as part of disproportionality calculations	● Disproportionality
	Total Unduplicated	Review numbers for accuracy	● Used for Funding allocation for each member district ● Funding calculations for low incidence disabilities student count	● Low Incidence State Funding ● Antelope Valley SELPA Funding Model
16.2	Federal Settings	Review to ensure data looks accurate	● Used for Indicator 5c – specifically separate school (300) ● Used for Indictor 6a – specifically regular early childhood (201) ● Used for Indicator 6b – specifically separate class (203) and separate school (300)	● Indicator 5c: Separate Schools ● Indicator 6a: Preschool LRE ● Indicator 6b: Separate Class
	General Education Participation	Review to ensure data looks accurate	● Used for Indicators 5a and 5b – specifically <40% and >80%	● Indicator 5a: LRE Rate: In Regular Class more than 80% ● Indicator 5b: In Regular Class less than 40%
16.3	Grade Level	Ensure students are in correct grade levels	● Sort for preschool only – used for funding calculations for number of preschool students served by LEAs	● Antelope Valley SELPA Funding Model ● Preschool funding
	Disabilities	Ensure students with Low Incidence disabilities are accurately identified in Disability 1 or 2.	● Used for Low Incidence funding from State	● Low Incidence Funding from State ● Antelope Valley SELPA funding model calculations

	LRE Info	Review to ensure accuracy of data	• Used for Indicators 5a, 5b, 5c, 6a, and 6b – specifically preschool program setting, ten or more hours, and gen ed participation range	• Indicator 5a: LRE Rate: In Regular Class more than 80% • Indicator 5b: In Regular Class less than 40% • Indicator 5c: Separate Schools • Indicator 6a: Preschool LRE: Regular Program • Indicator 6b: Separate Class
	Other Indicators	Review Parent Involvement data	• Used for Indicator 8 to monitor LEA facilitation of parent involvement in the IEP process	• Indicator 8: Parent Involvement Rate
	Transition and Post-Secondary	Review to ensure all students who were 16 on census day have the appropriate data	• Used for Indicator 13 – specifically all students who were 16 years of age on census day must have all seven transition questions listed and a response to agency Rep IEP Participation	• Indicator 13: Rate of Students with Transition Goals/Services
16.5	Expand Service Category and Special Education Service	Review for any oddities	• Review service code 900s	• Annual Services Plan
	Special Education Service	Review for accuracy	• Used for funding calculations – specifically students with low incidence disabilities receiving Regional Services	• Antelope Valley Excess Cost billing

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16.6	First six columns	Ensure all data is accurate	● District of Special Education Accountability is used for ensuring student data is assigned to the right LEA on the CA Dashboard	● CA Dashboard
	Services	Focus on service provider codes	● Data may be used for Antelope Valley SELPA Excess Cost Guidelines – specifically students being provided Regional Services	

March 9, 2021

Program Council Reviewed 4-19-2021
Superintendents' Council Approved 4-8-2021