



**Better data.  
Better schools.™**

# CALPADS Overview

Marin COE and District Leadership  
May 15, 2019

# Objectives

## CALPADS Data

- Provide a high-level overview of the data in CALPADS, when the data are collected, how it is used and the C2C transition
- Drill down into the file types used to collect data for student with disabilities

## Examine Local Data Management Practices

- Identify key staff involved in the transition, collection, reporting and verification of data,
- How to prepare for the CASEMIS Transition
- Build best practices for ensuring timely and accurate data

# CALPADS Data

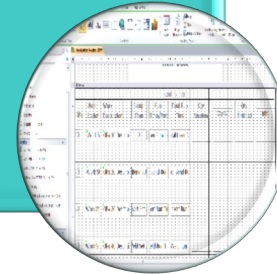
- Ongoing longitudinal, frequent updates
- *e.g. data matches, accountability subgroups*

Current data  
(Operational Data  
Store – ODS)



- Point in Time Data (reflecting census day)
- Date Range (based on defined reporting periods)

Certified data  
(Snapshot)



# CALPADS Data Collections

## Fall 1

As of census day

Enrollment Counts

High School Grads and Drops

LCFF eligible students

English Language Acquisition Status

Immigrant Counts (SNOR)

## Fall 2

As of census day

Student Course Enrollments

Staff Assignments, Years of Service and FTE

English Learner Education Services

## EOY 1

July 1–June 30

Course completion for grades 7–12

CTE participants, concentrators, completers (Perkins Report)

## EOY 2

July 1–June 30

Program Participation

Homeless Students

## EOY 3

July 1–June 30

Cumulative Enrollment

Student Discipline

Student Absence Summary

Four-Year Graduation Cohort Report

# CALPADS – What Data are Collected



Student Enrollment



Student Demographics



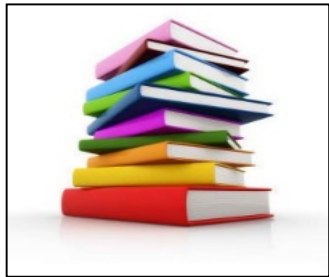
Student English  
Language  
Acquisition



Student Program



Certificated  
Staff Data



Student Course Enrollment  
and Completion



Student Career  
Technical Education



Student Discipline

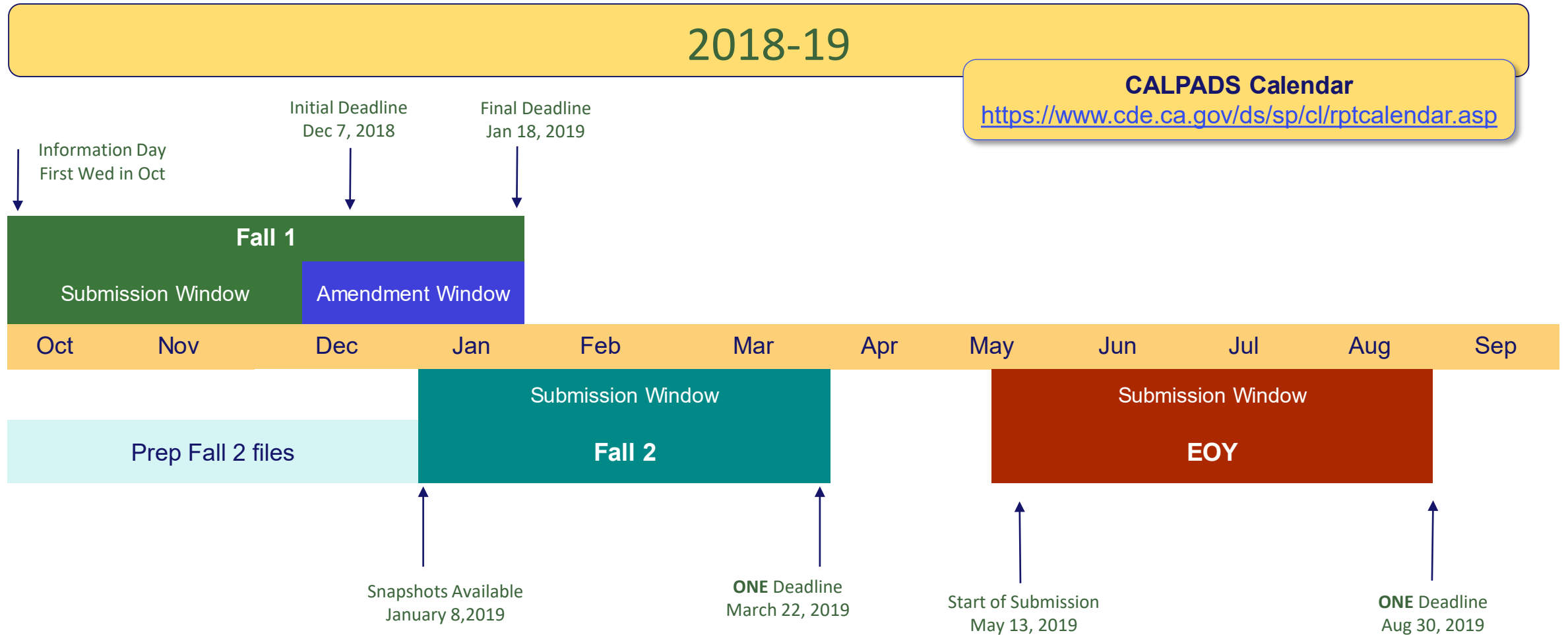


Student Absenteeism



4 Year Adjusted  
Cohort Grad Rate

# Data Submission Timeframes



# CALPADS Data Used in Dashboard Indicators

Data Used From CALPADS	Suspension Rate	English Learner Progress	Graduation Rate	Academic: Grades 3 8	College/ Career	Grade 11 Distance from Level 3
Enrollment	Yes	Yes	Yes	Yes	Yes	Yes
Exit Date		Yes	Yes	Yes	Yes	Yes
Discipline	Yes					
School Completion (Graduated)			Yes		Yes	
A-G Completion					Yes	
Career Tech Education (CTE) Completion					Yes	
College Credit Course Enrollment					Yes	
Race/Ethnicity	Yes		Yes	Yes	Yes	Yes
English Learner	Yes	Yes	Yes	Yes	Yes	Yes
Reclassified Fluent (RFEP)		Yes	Yes	Yes	Yes	Yes
English Learner Enrolled in a US School less than one year				Yes		Yes
Valid Disability Code	Yes		Yes	Yes	Yes	Yes
Direct Certification	Yes		Yes	Yes	Yes	Yes
Parent Education Level	Yes		Yes	Yes	Yes	Yes
Foster Youth	Yes		Yes	Yes	Yes	Yes
Homeless	Yes		Yes	Yes	Yes	Yes
Migrant	Yes		Yes	Yes	Yes	Yes
Free and Reduced	Yes		Yes	Yes	Yes	Yes
County-District-Residence Code				Yes		Yes

# CASEMIS to CALPADS Transition





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# C2C – Charter School Reporting Change

- Charter schools must submit data using ONE method
  - Charter schools must submit data for all students either directly (independently reporting) or through their authorizing LEA
- Charter schools that currently submit data using two methods, must select one method using the Charter Status Reporting Form, which is due in June

# Which Students get an SSID

	Special Education Plan Type	Infants and Toddlers (0-35 months)	Pre-school	K-12		Who obtains the SSID?	Where should they be enrolled?
				Public	Private		
NOW	Individualized Education Plan (IEP)	N/A	<b>YES</b>	<b>YES</b>	N/A	District of Service	District-level or school level
2019-20	Individualized Education Plan (IEP)	N/A	<b>YES</b>	<b>YES</b>	N/A	District of Service	District-level or school level
NOW	Individualized Family Service Plan (IFSP)	<b>OPTIONAL until 2019-20</b>	N/A	N/A	N/A	District of Service	District-level
2019-20	Individualized Family Service Plan (IFSP)	<b>YES</b>	N/A	N/A	N/A	District of Service	District-level

# Which Students get an SSID

	Special Education Plan Type	Infants and Toddlers (0-35 months)	Pre-school	K-12		Who obtains the SSID?	Where should they be enrolled ?
				Public	Private		
NOW	Individualized Service Plan (ISP)	N/A	N/A	N/A	<b>NO</b>	N/A	N/A
2019-20	Individualized Service Plan (ISP)	N/A	N/A	N/A	<b>YES</b>	District of Service	Private School Group Entity
NOW	Pending Evaluation on Dec. 1 or June 30	<b>OPTIONAL until 2019-20</b>	<b>YES</b>	<b>NO</b> (should already have an SSID)	<b>NO</b>	District receiving referral	District-level
2019-20	Pending Evaluation on Dec. 1 or June 30	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	District receiving referral	District-level

# Sample CALPADS Data and Files

## Student Profile

Student Enrollment

Student Demographic  
Information

Student English Language  
Acquisition

Student Program

## Staff, Courses, and Course Enrollment

Staff Demographics

Staff Assignments

Course Section

Student Course  
Enrollment/Completion

Career Technical  
Education

## Discipline and Absence

Cumulative Enrollment

Student Discipline

Student Absence  
Summary

## Special Education

Education Plan for  
Students with Disabilities

Services

Post School Outcomes

Testing Accommodations

# Four File Types for CASEMIS reporting

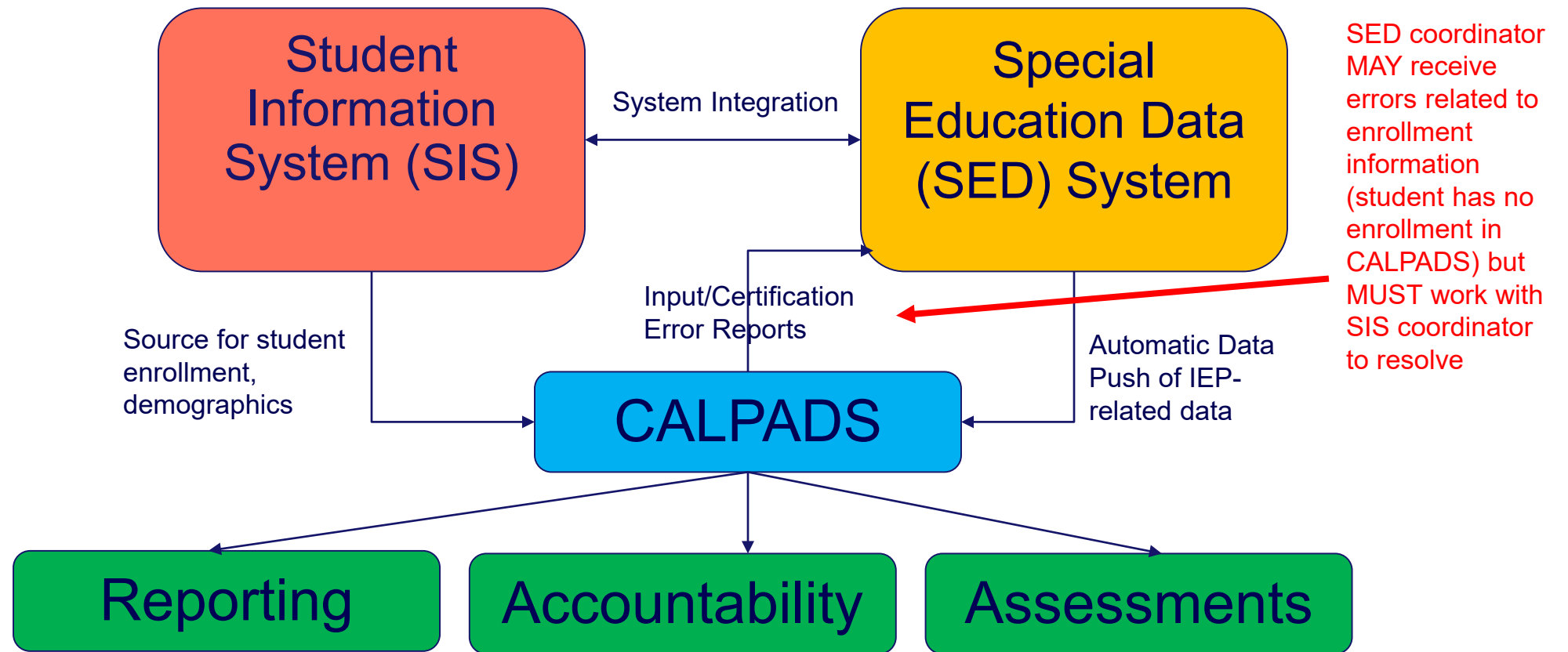
- SPED – Special Education Program, 57 elements
- SSRV - Student Services, 18 elements
- PSTS – Postsecondary Status, 14 elements
- STSE – Student Test Setting, 18 elements

Field #	Public Name	Field Type	Max Len	New or Revised
14.01	Record Type Code	CS	4	New
14.02	Transaction Type Code	CS	1	New
14.03	Local Record ID	CS	255	New
14.04	Reporting LEA	CS	7	
14.05	School of Attendance	CS	7	
14.06	School of Attendance NPS	CS	7	New
14.07	Academic Year ID	CS	9	
14.08	SSID	CS	10	
14.09	Local Student ID	CS	15	New
14.10	Local Special Education Student ID	CS	16	
14.11	Student Legal First Name	CS	30	Revised
14.12	Student Legal Last Name	CS	50	Revised
14.13	Student Birth Date	DT	8	
14.14	Student Gender Code	CS	1	
14.15	Reporting SELPA	CS	4	
14.16	District of Special Education Accountability	CS	7	
14.17	Special Education Referral Date	DT	8	
14.18	Referring Party Code	CS	2	
14.19	Initial Evaluation Parental Consent Date	DT	8	
14.20	Special Education Meeting Type Code	CS	2	New
14.21	Special Education Meeting Date	DT	8	New
14.22	Student Special Education Meeting or Amendment Identifier	CS	28	New
14.23	Meeting Delay Code	CS	2	New
14.24	Education Plan Type Code	CS	3	Revised
14.25	Education Plan Amendment Date	DT	8	New
14.26	Primary Residence Code	CS	3	Revised

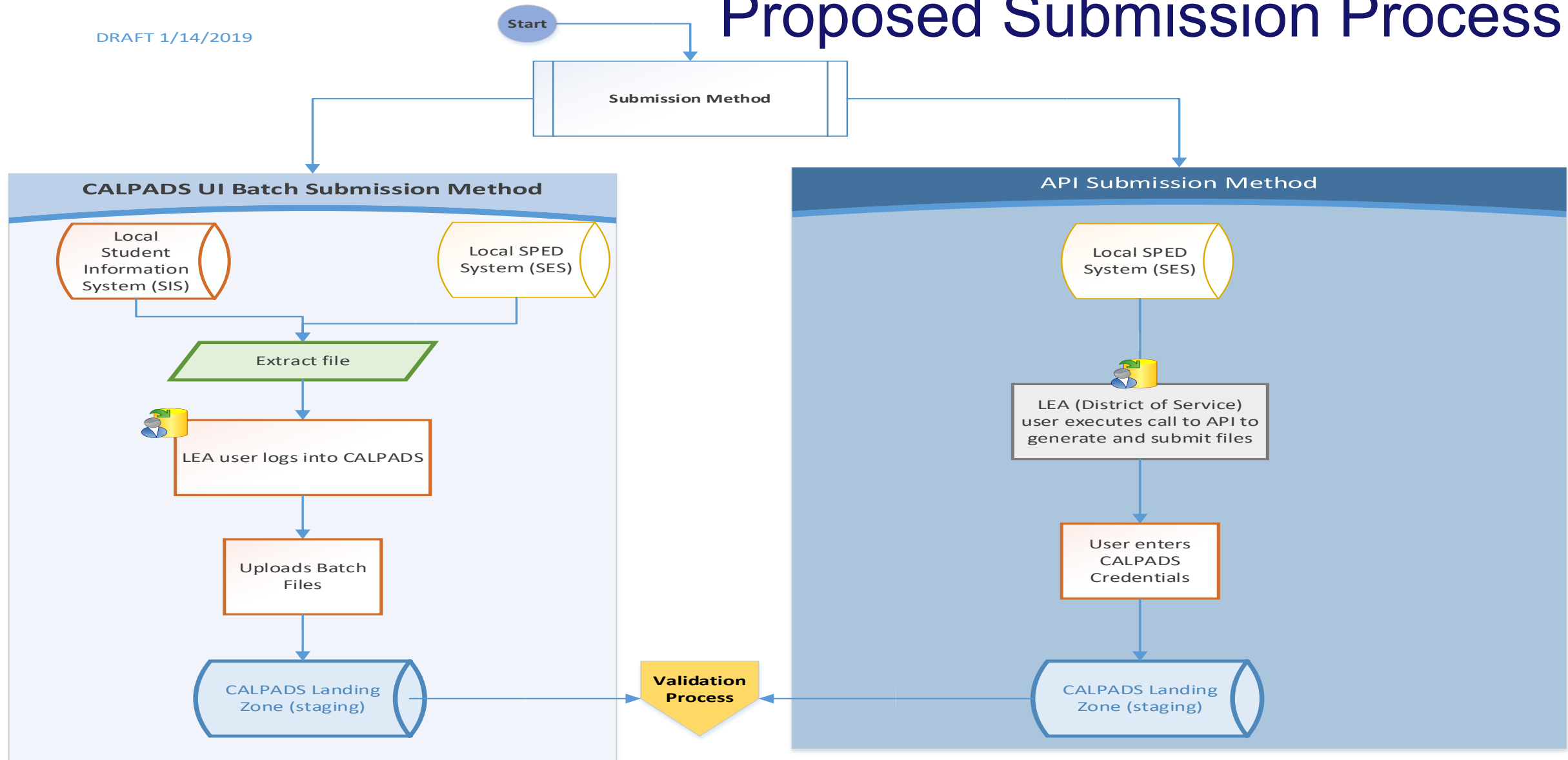
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15.03	Local Record ID	CS	255	New
15.04	Reporting LEA	CS	7	
15.05	School of Attendance	CS	7	
15.06	School of Attendance NPS	CS	7	New
15.07	Nonpublic Agency Identifier (NPA)	CS	9	New
15.08	Academic Year ID	CS	9	New
15.09	SSID	CS	10	
15.10	Reporting SELPA	CS	4	
15.11	District of Special Education Accountability	CS	7	
15.12	Student Special Education Meeting or Amendment Identifier	CS	28	New
15.13	Special Education Service Code	CS	3	
15.14	Special Education Service Provider Code	CS	3	
15.15	Special Education Service Location Code	CS	3	
15.16	Service Frequency Code	CS	2	
15.17	Service Duration	NU	4	
15.18	Local Special Education Student ID	CS	16	



# FUTURE Local Flow of Special Education Data



# Proposed Submission Process

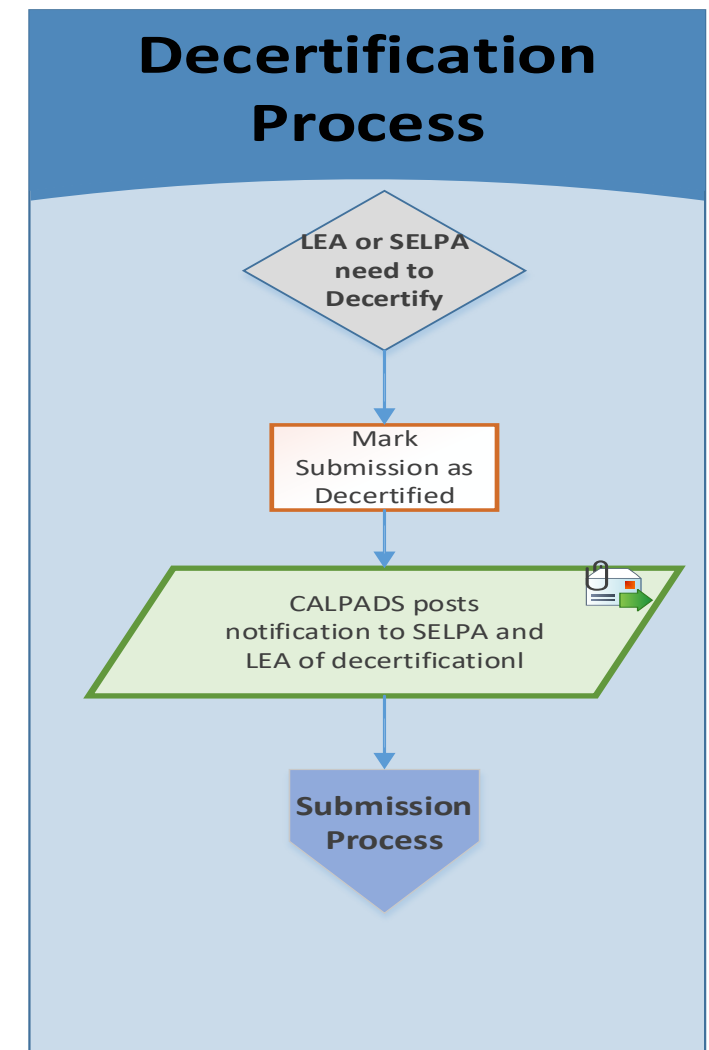
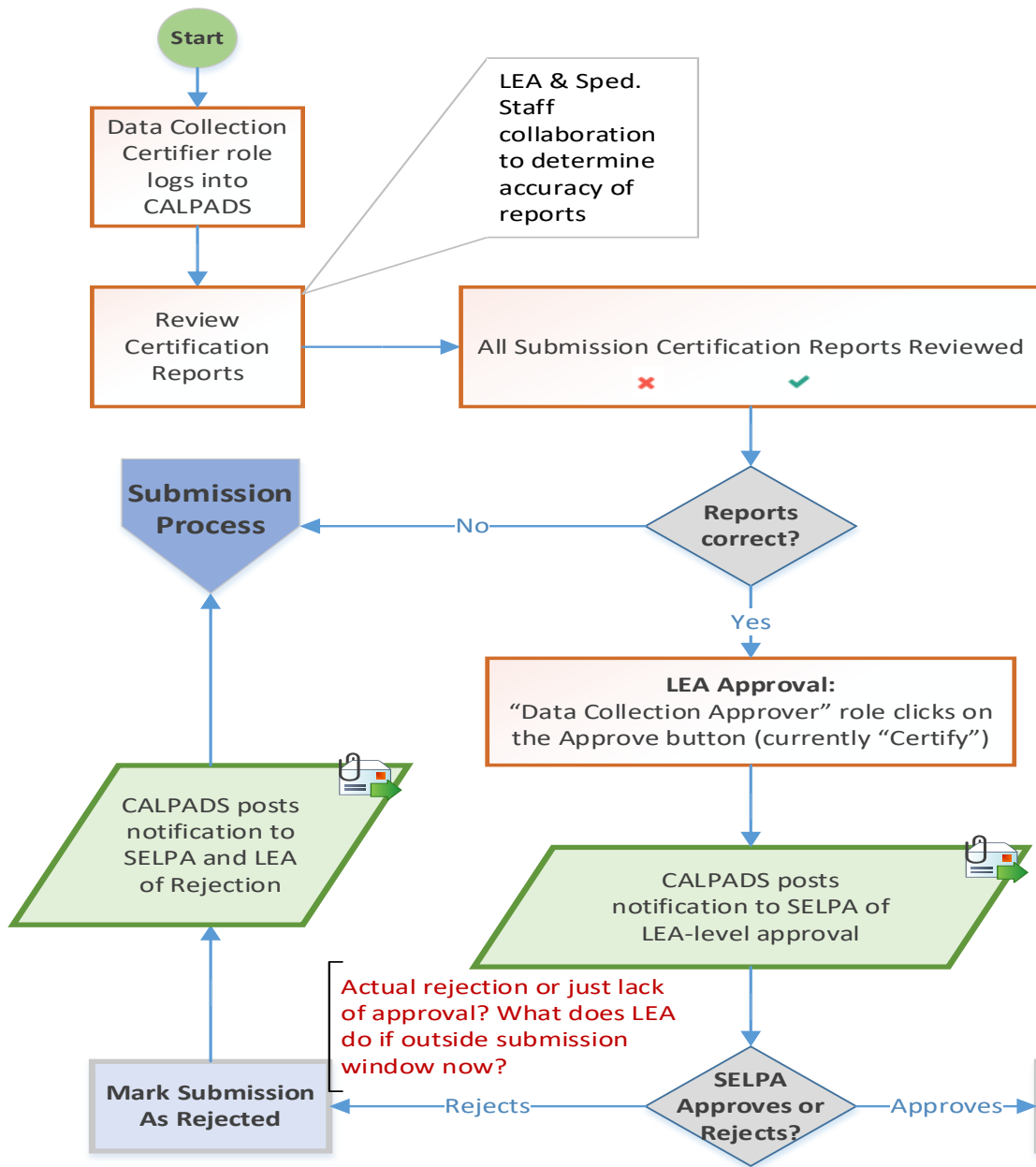


*\* Online Maintenance for individual record editing NOT available for SPED, SSRV, PSTS, STSS*

# C2C – Incorporated in Fall 1

- LEA will view and approve three reports within CALPADS

Report Name	Report Description
<b>Students with Disabilities - Count by Federal Setting</b>	Unduplicated count of students with disabilities within each Primary Disability Category by Federal Setting and General Ed percentage by Primary Disability Category
<b>Students with Disabilities - Education Plan by Primary Disability</b>	Unduplicated count of Students with Disabilities by Education Plan Type and Primary Disability Category
<b>Students with Disabilities - Student Services</b>	Total number of students with disabilities per services by Disability Category



# How does this all fit into the monitoring?

Large district  
Comprehensive  
Review

Small District  
Comprehensive  
Review

Critical Incident  
Review

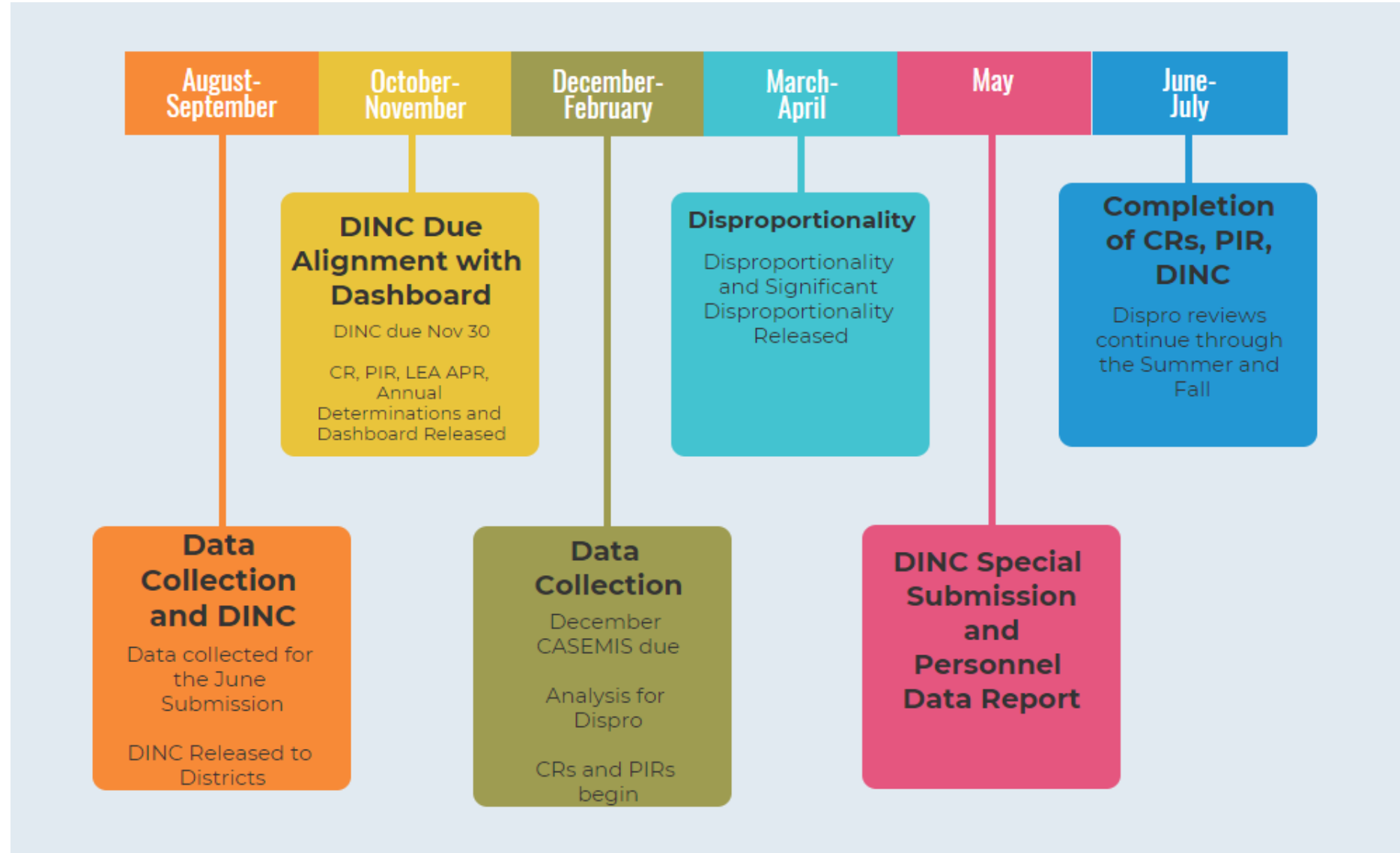
Specialty reviews (data, preschool, fiscal)

Performance  
Indicator  
Review (PIR)

Data Informed  
Noncompliance  
(DINC)

Disproportionality

# Draft Changes to the Monitoring Calendar



# What does this mean?

- DINC schedule stays the same
- Disproportionality and Significant Disproportionality will occur together and earlier (in the case of disproportionality)
- PIR, CR, Annual Determinations will occur together and will be later (in November) to align with the Dashboard release.



# How to Prepare for the CASEMIS Transition to CALPADS

# Preparing the Organization

- Establish a data governance structure to facilitate overall management of data availability, usability, integrity, quality and security:
  - Leadership vision
  - Roles and responsibilities
  - Policies and process
- Establish a Data Team
- Build processes to support a positive data culture
- Communicate regularly for high accountability across organization

# Roles



## Superintendent

- Provide leadership for data
- Identify and verify qualifications of the LEA Admin
- Assume responsibility and accountability for the actions of the LEA Admin and local CALPADS users



## Cabinet

- Provide leadership for data
- Support a data governance structure
- Provide final approval of policies and procedures related to student-level data for students with disabilities
- Establish data security and privacy policies



## Legal Staff

- Provide legal advice regarding areas such as student data privacy
- Review LEA data privacy and security policies to ensure compliance with state and federal laws

# Roles



## LEA Administrator

- Assign accounts/ roles
- Provide support to local CALPADS users
- Ensure data privacy and confidentiality
- CALPADS Point of Contact
- Coordinates State Reporting
- Leads local training efforts
- Trains Others



## Data Coordinators

- Maintain/supervise SSID and student profile data
- Coordinate data collection/system synchronization
- Resolve anomalies
- Upload files for state reporting
- Correct errors
- Preliminary report review
- Train users
- Administrative/ organizational support



## Data Stewards

- Data Entry
  - Enrollment, attendance, course data, discipline
  - SIS skills and knowledge
  - How data are used
- Support/troubleshooting
- Consistent Practices
- Report verification

Role	Role Code	Definition
<b>Responsible</b>	<b>R</b>	This role completes the actual work and owns the problem; this role is the “Doer.” There can be multiple R’s.
<b>Accountable</b>	<b>A</b>	This role approves the completed work and is held accountable for it. “The bucks stop here.” <u>There should only be one A.</u>
<b>Consulted</b>	<b>C</b>	This role has information and/or capability to complete the work. This role is “in the loop” as two-way communication occurs, usually between the “C” and the “R”. There can be multiple C’s.
<b>Informed</b>	<b>I</b>	This role is to be informed of progress and results. This role receives one-way communication, usually from the R. This role is “kept in the picture” but is not involved in creating it. There can be multiple I’s.

# Choosing a Type of System Integration

- **Automatic Integration** – SIS and SEDS exchange information automatically.
  - One-way integration – only one of the systems shares information
  - Two-way integration – both systems exchange information
- **Manual system integration** – relies solely on people and defined processes
- **Automatic integration with manual verification** – SIS and SEDS exchange information automatically but there are additional people and processes that verify that the data being exchanged are accurate and reliable.
- Cost and functionality of auto-integration varies by vendor

# How to Build Success and Sustainability

# Strategic Thinking

- Who is missing?
- What are our strengths?
- What skill or expertise do we need to add?
- What's our larger goal?
- How can we show steps toward progress?
- How can we plan ahead? *Don't forget Plan B!*
- Where can we build regular time together?
- Can we formalize lessons learned and do better next time?

## Data Team

Data Stewards

CALPADS Coordinator

CALPADS LEA Admin

Legal Staff

Cabinet

Superintendent



# People + Data = Data Culture

- Teams, Practices, Skills, Tools
- Strong, sustainable data cultures are built on leadership
  - Common values for high quality, timely and accurate data
  - Habits, practices, process and tools aligned with these priorities
  - Teams working together
  - Quality over quantity
- Continuous improvement over time

# Data Governance Structure Benefits

- Builds a climate of trust, collaboration and transparent communications among stakeholders
- Data is effectively and efficiently governed to ensure accuracy, security, privacy, and accessibility
- Clear and concise expectations, accountability and roles and responsibilities established
- Policies for managing and sharing data consistently applied
- Data decision-making consistent, efficient and incorporated into all planning and implementation processes
- Data risks and issues are identified and resolved quickly

# Local Practices that lead to Success

- Provide Leadership
  - Establish a Data Governance Structure
  - Create a Data Management Team
- Add Data Disaster Planning/Recovery
  - Ensure staff have backup procedures (people & systems)
- Ensure Staff Understand Data
  - Data Literacy
  - Access to Data
  - Data Usage
  - Data Privacy
- Perform Data Audits



# Be Proactive

- Communicate to entire organization
- Establish a team
- Establish a Data Reporting Calendar
  - Identify dates for specific activities, including time for populating data, reviewing reports and submitting corrections
  - Identify responsible parties and backups in case of emergencies – plan for contingencies
- Review certification reports early in the cycle
  - Develop or review sign-off procedures prior to the certification deadline
- Hold post-submission reviews
  - Analyze problems and make adjustments
  - Incorporate into training and processes

# Summary

- CALPADS is the foundation of California's statewide education systems
  - CALPADS should be kept up-to-date throughout the year as students enroll and exit
  - Data reported in CALPADS are used for funding, accountability, required reporting, monitoring and research
- CALPADS spans the LEA and is the collective responsibility of all involved in collecting, entering, maintaining, reporting, and verifying those data
  - The CALPADS LEA administrator and the data coordinators have key responsibilities in ensuring timely and accurate reporting and ensuring data are kept private and secure
  - Data stewards are responsible for ensuring the accurate collection, reporting, and verification of certified data
- Adopting best practices can improve data quality which may impact local decision-making, funding and accountability

# Resources

## CSIS

<http://csis.fcmat.org>

<https://www.youtube.com/channel/UCA9oRTiyVECCczOxpmJheZw>

## CDE

Main page: <http://www.cde.ca.gov/>

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

LCFF FAQ: <http://www.cde.ca.gov/fg/aa/lc/>

CALPADS Flash: <https://www.cde.ca.gov/ds/sp/cl/communications.asp>

## C2C Listserv Communications

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

# Contact

CALPADS Service Desk

[Calpads-support@cde.ca.gov](mailto:Calpads-support@cde.ca.gov)

Martha Friedrich

[mfriedrich@fcmat.org](mailto:mfriedrich@fcmat.org)