

CALPADS for LEA Directors

November 8, 2021

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, covering the lower half of the slide.

Overview

- What is CALPADS?
- What is CALPADS used for?
- What am I responsible for?
- How do I do this?
- What should I do next?
- What should I look for in reviewing the data?
- Where can I get assistance?

What is CALPADS?

- 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.
- In 2019, special education data was migrated from CASEMIS reporting system to CALPADS
- It does not include DRDP data (www.draccessdata.org)
- More information can be found [here](#)

What is CALPADS?

- Special Ed is involved in 3 of the 6 CALPADS submissions annually
 - Fall 1, Fall 2, EOY 1, EOY 2, EOY 3 and EOY 4
- **Fall 1**
 - Data is used for most reporting purposes as it is an unduplicated count
 - Always 1st Wednesday of October
- **End of Year (EOY) 3**
 - Submission includes discipline data (also restraints and seclusions)
- **End of Year (EOY) 4**
 - Only special ed data, and includes Post Secondary (Indicator 14) data.
 - Shows students pending, assessed or receiving services for at least 1 day from July 1 through June 30

When is CALPADS?

CALPADS Submission	Census Day	Primary Data Submitted	Official Submission Window	Certification Deadline	Amendment Window
Fall 1	October 6, 2021	2021–22 (Census Day): <ul style="list-style-type: none">▪ Enrollment counts▪ English language acquisition status▪ Immigrant Counts▪ Free/reduced-price meal-eligibility▪ Special Education 2020–21: <ul style="list-style-type: none">▪ Dropouts	October 6, 2021 to December 17, 2021	December 17, 2021	December 18, 2021 to January 28, 2022

When is CALPADS?

CALPADS Submission	Census Day	Primary Data Submitted	Official Submission Window	Certification Deadline	Amendment Window
Fall 1	October 6, 2021	2021–22 (Census Day): <ul style="list-style-type: none">▪ Enrollment counts▪ English language	October 6, 2021 to December 17, 2021	December 17, 2021	December 18, 2021 to January 28, 2022

- Certification Deadline is the date that LEA Approval is required, SELPA approval is not required
 - For Fall, this certification deadline is used for P1 Apportionment for LEAs it is VERY important
- LEA plus SELPA Approvals (=Certification) is due by last date of Amendment Window

What is CALPADS used for?

- There are many uses for CALPADS Special Ed Data
 - Special Education Monitoring
 - Special Education Accountability
 - California School Dashboard
 - Data Quest
 - Released to Public
 - Funding Purposes

What am I responsible for?

The Special Education Data Coordinator is responsible for:

- Receiving the appropriate CALPADS roles to do required tasks.
- Populating SWD data into SEDS and transferring that data to CALPADS via the API.
- Resolving validation errors within the SEDS.
- 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 the SEDS or SIS. See the “*Addressing Data Discrepancies in Local SIS and SEDS*” section in this FLASH.
- Working with the SEDS vendor.
- Working as an intermediary with the CALPADS Administrator and SELPA Director.

See Flash 161 at: <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf161.asp>

How do I this?

- Working collaboratively with the Special Education Data Coordinator and the CALPADS Administrators to create a review timeline to help ensure the Fall 1 and EOY submissions are approved by the certification deadline
 - Look at each submission cycle due date (see [here](#))
 - Work with your staff to have them submit to you ahead of time so that you have time to do reviews and approve by the deadline

How do I this?

- It is likely that someone in your LEA on the general education side is responsible for approving CALPADS data, which includes special ed data. Meet regularly with them, and develop a process where general and special education data techs connect regularly during and at approval
- Reviewing special education certification reports in CALPADS

What should I do now?

- Determine how you will review your LEA's data
- Calendar time for these reviews
- Consider carving out time for your special education data coordinator to meet the demands of CALPADS reporting
- Determine how your data is used within your own LEA and SELPA
 - Funding?
 - Allocation of resources?
 - Other?

What should I do now?

- Communicate importance of accurate data
- [Audit data through IEP system](#) (prior to CALPADS software being available)
- Make sure your LEA is uploading transactions on a regular basis
 - More frequent uploads are better!
 - The larger the LEA, likely the more frequent the uploads
 - Note: Continue to upload transaction for meetings that occur even after Census Day especially this year as CDE is pulling data in November on overdues
- More information available [here](#) on Preparing for Census Day
- Start monitoring [reports in CALPADS](#)
- Monitor CALPADS Fatal Errors and Warnings

Preparing for CALPADS Reports Reviews (Sample Checklist)

	A	B	C	D	E	F	G	H	I	J	K
1	<u>Check in Special Education Information System:</u>										
2	Pending:										
3	For all pendings with parent consent date: meeting type 30 and plan type 300										
4	For all initials: transactions created and students moved out of pending status										
5	Review Student records marked DNR for accuracy										
6	All IEPs and Amendments Affirmed/Attested, Locked, Finalized and appropriate transactions created										
7	Review Transactions marked DNR for accuracy										
8	All Transactions Uploaded										
9	Transactions SPED Error Free										
10	<u>Check in CALPADS:</u>										
11	Research and correct CERT Errors										
12	Review CERT Warnings										
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											

Where are the CERT Errors/Warnings?

From the Home Page, Click on Certification Status in the Menu, Click on Fall 1 on the Certification Status Page

Home

Online Maintenance

Upload / View Submissions

Certification Status

Reports

Extracts

Admin

Help

SSID/SEID Search

Search via SSID or SEID by entering its 10 digit code into the relevant field below then click the search button to initiate the search.

SSID: | ex. 1234567890

SEID: | ex. 1234567890

Home > Certification Status

Certification Status

Reporting LEA: ABC Unified - 1964212

Academic Year: 2017-2018

Snapshot: [Dropdown]

Cert Status: [Dropdown]

SEARCH

Results

Below are the results from the query.

Snapshot	Reporting LEA	Snapshot Code	Revision Status	Snapshot Create Date	Certification Status	Last Reviewer	Last Review Date/Time	Total Error/Warning	Fatal Errors	Warnings	Anomalies Percent	Override	Enable/Disable Snapshot
Fall 1 - Annual Enrollment Update/English Learner (ELY) Title II Eligible Immigrants	ABC Unified-1964212	Fall1	Revised Uncertified	8/4/2018 4:45:10 AM	Snapshot Created	gtmmemman@comat.org	8/9/2018 6:10:05 PM	22740	22655	85	0.1126	OVERWRITE	
Fall 2 - Course Enrollment/Staff Assignments/English Learner Services	ABC Unified-1964212	Fall2	Certified	3/19/2018 6:31:54 PM	Snapshot Created		3/22/2018 11:51:25 AM	0	0	0	0.1126		

1 - 2 of 2 items

Fall 1 Certification Details Page

Scroll down until you see the Red Bar of Fatal Errors, open up that bar with the arrow

Certification Details

School CDS Code

Severity Code

Parent Error Category

Child Error Category

RESET FILTERS

APPLY FILTERS

Filtered Results

These are the results from the applied filters above. These results are grouped into the two collapsible panels seen below: Certification Fatal Summaries and Certification Warning Summaries. Click on either panel to expand or collapse the data table within.

^ Certification Fatal Summary

CERT Fatal Errors Example

Certification Fatal Summary			
Message ID	Message	Count	Action
CERT113	Missing Student Initial US School Enrollment Date K-12	1	Show
CERT132	Missing SPED record for Enrolled Student at Reporting LEA.	4	Show
CERT142	Missing Special Education Service for Education Plan Type Code 100, 150, or 200.	23	Show
CERT146	Language Instruction Program record missing for English Learner	173	Show
CERT164	NSLP Education Program Membership End Date is Missing	4	Show
CERT167	General Education Participation Percentage Range Code must be Populated.	9	Show
CERT168	Special Education Program Setting Code is invalid.	17	Show

1 - 7 of 7 items

Highlighted CERT Error - 132

	A	B	C	D	E	F
1	Fall 1 Certification					
2	Error #	Error Name	Error Description	Severity	Fields Validated	Suggested Resolution
	CERT132	Missing SPED Record for Enrolled Student at Reporting LEA	An enrolled student at the LEA has no associated SPED record at the enrolled LEA but has an active SPED Plan	Fatal	SENR: 1.04 Reporting LEA 1.08 SSID 1.22 Enrollment Start Date 1.23 Enrollment Exit Date SPED: 14.04 Reporting LEA 14.08 SSID 14.21 Special Education Meeting Date 14.22 Student Special Education Meeting or Amendment Identifier 14.24 Education Plan Type Code	Understanding the Error: When a student is on an Education plan and transfers to a new LEA, a new SPED record must be submitted at the new LEA. Suggested Resolution: 1) Verify if the student has not exited the program. 2) Verify the student enrollment start and exit Date at the LEA. 3) Submit a new SPED record for the student at the new LEA.
62	Student Special Education Student Services Postsecondary Status Work-Based Learning MID Errors Fall 1 Certification Fall 2 Certificatio ...					

Link to All Errors Documentation: <https://documentation.calpads.org/Support/docs/CALPADSErrorList.xlsx>

Highlighted CERT Error - 167

CERT167 Error

CERT167 Error

General Education Participation Percentage Range Code must be Populated

Submission: Fall1

Status: **Active**

Severity: **Fatal**

ACTIVE DEFECTS:

None

ERROR DESCRIPTION:

Students with Disabilities who are 5 years old and in Kindergarten must have General Education Participation Percentage Range Code Populated

Highlighted CERT Error - 167

CERT167 Error

CERT167 Error

General Education Participation Percentage Range Code must be Populated

Submission: Fall1

Status: Active

Severity: Fatal

ACTIVE DEFECTS:

None

ERROR DESCRIPTION:

Students with Disabilities who are 5 years old and in Kindergarten must have General Education Participation Percentage Range Code Populated

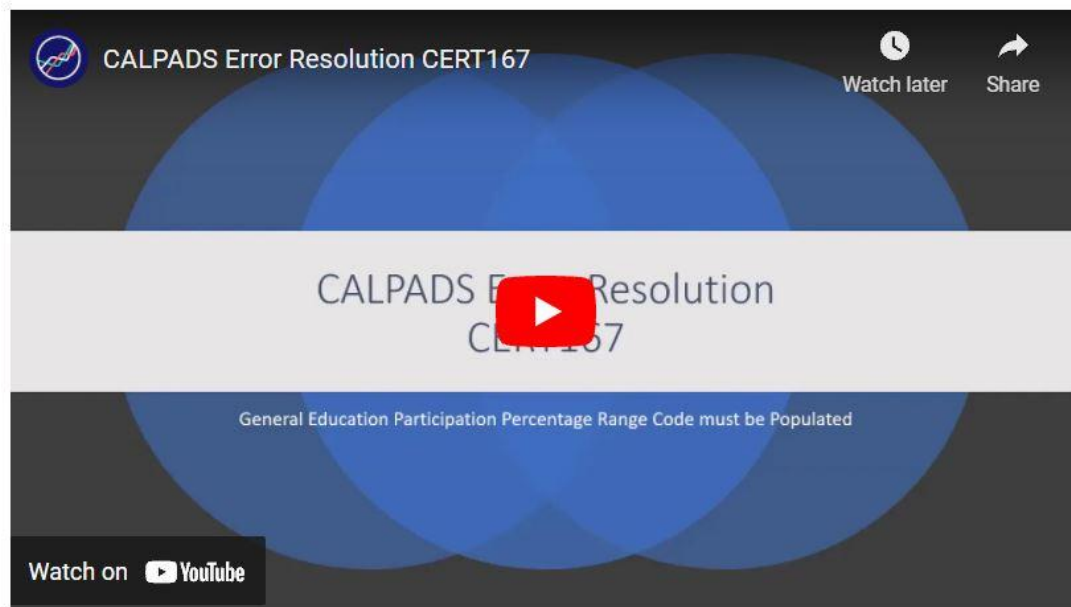
Highlighted CERT Error - 167

SUGGESTED RESOLUTION:

Understanding this error: If the student turned 5 on September 1 and on the most recent SPED record for the Active SPED student, the General Education Participation Percentage Range Code is null. **Suggested Resolution:**

Verify the Education Plan Type Code is correct Verify the General Education Participation Percentage Range Code is correct OR If the student is age 5 as of Census day, the Education program setting and GE participation range should be populated with an appropriate School age Least Restrictive environment (LRE). To resolve this error, submit an amendment on the most recent IEP meeting record that overlaps Census Day with an amendment date on or prior to the Census date with the fields updated to the appropriate school age setting.

Highlighted CERT Error - 167



Clarification on Certification Validation Errors CERT167 and CERT168 (Flash 193)

Last year the US Department of Education (ED) issued guidance on the appropriate federal setting for students who are at least five years of age and enrolled in kindergarten. This guidance now requires that kindergarten students with disabilities that are at least five years of age be placed in a school-age setting, rather than an early childhood setting. Consequently, the Special Education Local Plan Area (SELPA) Individualized Education Plan (IEP) Forms Committee modified the IEP form to capture a school-age setting and a general education participation range for these students.

CERT Fatal Errors

CERT132

Missing SPED Record for Enrolled Student at Reporting LEA

CERT133

Invalid Student Special Education Exit Reason and Student Enrollment Exit Reason combination

CERT138

Missing Student Enrollment Exit Reason for Student With Disabilities Dropping from Program

CERT140

Missing SPED record for a student with a SSRV record.

CERT142

Missing Special Education Service for Education Plan Type Code 100, 150, or 200

CERT144

SPED Record Missing for student Enrolled at NPS school

CERT145

SPED record missing for student enrolled in Private School

CERT167

General Education Participation Percentage Range Code must be Populated

CERT168

Special Education Program Setting Code is invalid

Where are the Reports?

From the Home Page, Click on Certification Status in the Menu, Click on Fall 1 on the Certification Status Page

Home > Certification Status

Certification Status

Reporting LEA: ABC Unified - 1964212 Academic Year: 2017-2018

Snapshot: Cert Status:

SEARCH

Results

Below are the results from the query.

Snapshot	Reporting LEA	Snapshot Code	Revision Status	Snapshot Create Date	Certification Status	Last Reviewer	Last Review Date/Time	Total Error/Warn...	Fatal Errors	Warnings	Anomalies Percent	Override	Enable/Disa... Snapshot
Fall 1 - Annual Enrollment Update/English Learner (EL)/Title III Eligible Immigrants	ABC Unified-1964212	Fall1	Revised Uncertified	8/4/2018 4:45:10 AM	Snapshot Created	gmmemman@comut.org	8/9/2018 6:10:05 PM	22740	22655	85	0.1126	OVERRIDE	
Fall 2 - Annual Enrollment Update/English Learner (EL)/Title III Assignments / English Learner Services	ABC Unified-1964212	Fall2	Certified	3/19/2018 6:31:54 PM	Snapshot Certified		3/22/2018 11:51:25 AM	0	0	0	0.1126		

1 - 2 of 2 items

Fall 1 Certification Details Page

Scroll down past the error and warnings bars to see the reports, scroll down to the bottom of each list - The 16.# are the special ed reports.

Certification Reports

Aggregate Reports

- 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 ✖
- 16.1 - 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 ✖

Additional Supporting Reports

- 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
- 16.3 - Students with Disabilities Profile - List
- 16.6 - Students with Disabilities - Student Services Student List
- 16.11 Students with Disabilities - Annual Comparison Report

A word about CALPADS Reports

Fall 1 and EOY 4

16.1	Aggregate Education Plan by Primary Disability	16.3	Student Level Detail with all fields reported in the SPED file
16.2	Aggregate Federal Program Setting		
16.5	Aggregate Special Ed Services	16.6	Student Level Detail with all fields reported in SERVICES file

A word about CALPADS Reports

EOY 3

7.16	Aggregate SWD Removals, Restraints and Seclusions	7.18	SWD Removals, Restraints and Seclusions-Student List
7.17	Aggregate SWD Unilateral Removals		

EOY 4 (Additional)

16.9	Program Exit County by Primary Disability	16.10	Program Exit-Student List
17.3	Postsecondary Survey Outcome for SWD-Count	17.4	Postsecondary Survey Outcomes for SWD-Student List

A word about CALPADS Reports

Accountability and Monitoring

***Need LEA Level Access and Under that LEA's Organizational Indicator**

16.7	SWD Monitoring Counts	16.8	SWD Monitoring-Student List
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What should I look for in reviewing the data?

- For 16.1, 16.2 and 16.5 here is information on what you are looking for and how these relate to the IEPs
- You should also review the student level reports 16.3 and 16.6 to look for accuracy and compliance
- Review Accountability/Monitoring Reports 16.7 and 16.8
- Auditing CALPADS Data
 - Using CALPADS Extracts to Review DSEA & SSID Extract

What do I do after I've reviewed the data?

- If you don't feel data is accurate:
 - Communicate with your data technicians & SELPA, if needed
 - Work to correct the data
 - Seek assistance if needed

What do I do after I've reviewed the data?

- If you believe data is all set:
 - Approve the data
 - LEA Approval + SELPA Approval= CERTIFIED
 - What if I approve and realize I shouldn't have?
 - Communicate to your SELPA
 - Click "unapprove"
 - Communicate with your SELPA and LEA CALPADS staff on next steps
- At end of Amendment Window download and [save your data!](#)
- Share with stakeholders as appropriate within your LEA

Reviewing 16.1

CALPADS 16.1

- The report summarizes the students with disabilities by Plan Type and Primary Disability.



16.1 - Students with Disabilities - Education Plan By Primary Disability Count

Academic Year:	2020-2021	LEA:	[REDACTED]	User ID:	holliday@edcoe.net
View:	Snapshot	SELPA:	ALL	Create Date:	3/10/2021 9:21:16 AM
				Print Date:	3/10/2021 2:19:55 PM

SELPA Code	SELPA Name	Education Plan Type	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf-blindness (DB) 300	Multiple disabilities (MD) 310	Autism 320
[REDACTED]	[REDACTED]	100-Individualized Education Program (IEP)	1904	70	6	3	554	5	49	13	209	0	618	0	15	
		150-Individual Family Service Plan (IFSP)	68	5	8	3	8	0	0	2	41	0	0	0	1	
		200-Individual Service Plan (ISP)	7	0	0	0	4	0	0	0	0	0	0	0	0	
		Total	1979	75	14	6	566	5	49	15	250	0	618	0	16	
Total - Selected SELPAs			1979	75	14	6	566	5	49	15	250	0	618	0	16	

Education Plan Type:	100-Individualized Education Program (IEP), 150-Individual Family Service Plan (IFSP), 200-Individual Service Plan (ISP)	Ethnicity/Race:	All	Gender:	All
English Language Acquisition Status:	All	Socio-Economically Disadvantaged:	All	Title I Part C Migrant:	All
Homeless Program Eligible:	All	Foster Youth:	All	Student Age:	All
Grade Level:	01-First Grade, 02-Second Grade, 03-Third Grade, 04-Fourth Grade, 05-Fifth Grade, 06-Sixth Grade, 07-Seventh Grade, 08-Eighth Grade, 09-Ninth Grade, 10-Tenth Grade, 11-Eleventh Grade, 12-Twelfth Grade, N-Infant, KN-Kindergarten, PS-Prekindergarten, TD-Toddlers				

Academic Year: 2020-2021

LEA: [REDACTED]

View: Snapshot

SELPA: ALL

User ID: hollye@edcoe.net

Create Date: 2/1/2021 9:21:16 AM

Print Date: 2/1/2021 2:19:55 PM

Confirm the Academic Year you are looking at.

Note the Create Date, especially when reviewing reports that are Not Certified.

16.1 - Students with Disabilities - Education Plan By Prin

Academic Year: 2020-2021

LEA:

View: Snapshot

SELPA:

If you are not seeing the Plan Types listed, then make sure the report is run clicking the "+" sign to show the types.

SELPA Code	SELPA Name	Education Plan Type	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220
████	████				
		100-Individualized Education Program (IEP)	1904		
		150-Individual Family Service Plan (IFSP)	68		
		200-Individual Service Plan (ISP)	7		
		Total	1979		
			1979		

This field affects the funding required to be reserved as the proportionate share so this is important to review. If you don't have any private schools within your boundaries, check this carefully.

- Review the plan types. Are these consistent with your LEA?
- Do you serve infants (IFSP)?
- Do you have students in private schools (ISP)?
- Note this total as you want to compare this to the other 16.x reports.

English Language Acquisition Status:	All
Homeless Program Eligible:	All
Grade Level:	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,IN-Infant,KN-Kindergarten,PS-Prekindergarten,TD-Toddlers

3/01	East County														
		100-Individualized Education Program (IEP)	1904	70	6	3	554	5	49	13	209	0	618	0	15
		150-Individual Family Service Plan (IFSP)	68	5	8	3	8	0	0	2	41	0	0	0	1
		200-Individual Service Plan (ISP)	7	0	0	0	4	0	0	0	0	0	0	0	0
		Total	1979	75	14	6	566	5	49	15	250	0	618	0	16
		Total - Selected SELPAs	1979	75	14	6	566	5	49	15	250	0	618	0	16

Education Plan Type:	100-Individualized Education Program (IEP),150-Individual Family Service Plan (IFSP),200-Individual Service Plan (ISP)	Ethnicity/Race:	All	Gender:	All
English Language Acquisition Status:	All	Socio-Economically Disadvantaged:	All	Title I Part C Migrant:	All
Homeless Program Eligible:	All	Foster Youth:	All	Student Age:	All
Grade Level:	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,IN-Infant,KN-Kindergarten,PS-Prekindergarten,TD-Toddlers				

If the counts don't match what you anticipate, first check the gray box at the last page of the report. This shows you all of the filters that were used in running the reports. For example, if the IFSPs were missing from this report, I would check the filters to make sure Grade=Infant was included, as well as Age=0,1,2 and that the Plan Type=IFSP were included in the filters.

SELPA Code	SELPA Name	Education Plan Type	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual Impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf-blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Trauma Injury 330
		100-Individualized Education Program (IEP)	1904														
		150-Individual Family Service Plan (IFSP)	68														
		200-Individual Service Plan (ISP)	7														
		Total	1979														
Total - Selected SELPAs			1979														

Review the counts by primary disability type. Is this consistent with other data sources you have?

16.2 will also look at placement by primary disability, so the total numbers should match between the reports by primary disability.

How does this tie to the IEP?



INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY

Student Legal Name: SELPA, East MIDDLE

Original SpEd Entry Date: 11/22/2013

Last Eval: 8/16/2019

Legal Suffix: Date of Birth:

Next Annual IEP: 11/2/2022

Next Eval: 8/15/2022

The plan type on 16.1, is pulled based on the form that is chosen from the Forms menu.

MEETING TYPE: Initial Annual Triennial

Additional Purpose of Meeting (if needed): Transition Pre-Expulsion Interim Other

Although it is still being discussed, CDE is anticipating only a primary disability can be changed by a Triennial meeting type (which in SEIS is triggered on the Information/Eligibility page, by the meeting type checked).

Here is what you'll see when completing the actual form within SEIS. Note the fields that are red are fields that are reported to CALPADS.

Information/Eligibility

IEP Date

11/22/2013

Original SPED Entry Date

11/22/2013

Last Eval

08/16/2019

Meeting Type:

- Initial
 Annual
 Triennial

Additional Purpose of Meeting (if Needed):

- Transition
 Pre-Expulsion
 Interim

On the Information/Eligibility Page on the Primary Disability shown on 16.1 pulls from this section on the IEP. If there is a discrepancy, this is where to look.

INDICATE DISABILITY/IES *Note: For initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility. * Low Incidence Disability*

Primary: Emotional Disturbance (ED)

Secondary:

Not Eligible for Special Education Exiting from Special Education (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)

Here is what you'll see when completing the actual form within SEIS. Note the fields that are red are fields that are reported to CALPADS

Indicate Disability/ies

*Note: For initial and triennial IEPs, assessment must be done and discussed by the IEP Team before determining eligibility. *Low incidence Disability*

Primary Disability

260 - Emotional Disturbance (ED)

Secondary Disability

----Select One----

- Not Eligible for Special Education
 Exiting from Sp. ED. (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)

Reviewing 16.2

CALPADS 16.2

- This report summarizes Program Setting and Percent in General Ed by Primary Disability.



16.2 - Students with Disabilities - Count by Federal Setting

Academic Year: 2020-2021	LEA: ██████████	User ID: hllbnd@edwise.net
View: Snapshot	SELPA: ALL	Create Date: 2/3/2021 4:27:21 PM
		Print Date: 2/8/2021 3:48:11 PM

SELPA Code	SELPA Name	Primary Disability Category	Total Unduplicated Student Count	Community Based Setting (103)	Other Setting (104)	Home (200)	Regular Early Childhood Program or Kindergarten (201)	Separate Class (203)	Service Provider Location (204)	Separate School (300)	Residential Facility (301)	Regular Classroom/Public Day School (400)	Homebound/Hospital (401)	Correctional Facility (402)	Parentally Placed in Private Schools (403)	Regular Independent Study or Virtual Charter (500)	General Education Participation		
																	<40%	40% -<80%	>=80%
3701	██████████	210-Intellectual Disability (ID)	75	0	1	5	0	11	0	2	0	56	0	0	0	0	40	14	2
		220-Hard of hearing (HH)	14	1	1	6	0	0	1	0	0	5	0	0	0	0	0	1	4
		230-Deafness (DEAF)/Hearing Impairment (HI)	6	0	1	2	0	0	0	0	0	3	0	0	0	0	0	0	3
		240-Speech or language impairment (SLI)	563	3	4	3	110	13	86	0	0	345	0	0	1	1	12	54	281
		250-Visual impairment (VI)	5	0	0	0	0	0	0	0	0	5	0	0	0	0	0	2	3
		260-Emotional disturbance (ED)	49	0	0	0	0	0	0	2	0	47	0	0	0	0	21	7	19
		270-Orthopedic impairment (OI)	15	0	0	2	1	2	0	0	0	10	0	0	0	0	2	5	3
		280-Other health impairment (OHI)	249	0	1	41	1	2	0	2	0	202	0	0	0	0	23	82	97
		290-Specific learning disability (SLD)	618	0	0	0	3	0	0	2	0	613	0	0	0	0	21	313	279
		310-Multiple disabilities (MD)	16	0	0	1	0	4	0	1	0	6	4	0	0	0	4	1	1
		320-Autism (AUT)	360	0	0	2	21	79	5	6	0	245	0	0	1	1	114	54	79
		330-Traumatic brain injury (TBI)	3	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	2
		Total	1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774
Total - Selected SELPAs			1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774

16.2 - Students with Disabilities - Count by Federal Setting

Academic Year:	2020-2021	LEA:	[REDACTED]	User ID:	hdfoke@stcoe.net
View:	Snapshot	SELPA:	ALL	Create Date:	2/3/2021 4:27:21 PM
				Print Date:	2/8/2021 3:48:11 PM

SELPA Code	SELPA Name	Primary Disability Category	Total Unduplicated Student Count	Federal Setting													General Education Participation		
				Community Setting (103)	Other Setting (104)	Home (200)	Regular Early Childhood Program or Kindergarten (201)	Separate Class (203)	Service Provider Location (204)	Separate School (300)	Residential Facility (301)	Regular Classroom/ Public Day School (400)	Homebound /Hospital (401)	Correctional Facility (402)	Parentally Placed in Private Schools (403)	Regular Independent Study or Virtual Charter (500)	<40%	40% - <80%	>=80%
3701	[REDACTED]	210-Intellectual Disability (ID)	75	0	1	5	0	11	0	2	0	56	0	0	0	0	40	14	2
		220-Hard of hearing (HH)	14	1	1	6	0	0	1	0	0	5	0	0	0	0	0	1	4
		230-Deafness (DEAF)/hearing impairment (HI)	6	0	1	2	0	0	0	0	0	3	0	0	0	0	0	0	3
		240-Speech or language impairment (SLI)	563	3	4	3	110	13	86	0	0	345	0	0	1	1	12	54	281
		250-Visual impairment (VI)	5	0	0	0	0	0	0	0	0	5	0	0	0	0	0	2	3
		260-Emotional disturbance (ED)	49	0	0	0	0	0	0	2	0	47	0	0	0	0	21	7	19
		270-Orthopedic impairment (OI)	15	0	0	2	1	2	0	0	0	10	0	0	0	0	2	5	3
		280-Other health impairment (OHI)	249	0	1	41	1	2	0	2	0	202	0	0	0	0	23	82	97
		290-Specific learning disability (SLD)	618	0	0	0	3	0	0	2	0	613	0	0	0	0	21	313	279
		310-Multiple disabilities (MD)	16	0	0	1	0	4	0	1	0	6	4	0	0	0	4	1	1
		320-Autism (AUT)	360	0	0	2	21	79	5	6	0	245	0	0	1	1	114	54	79
		330-Traumatic brain injury (TBI)	3	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	2
		Total	1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774
	Total - Selected SELPAs		1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774

Primary Disability Category	Total Unduplicated Student Count	Community Based Setting (103)	Other Setting (104)	Home (200)
210-Intellectual Disability (ID)	75	0	1	5
220-Hard of hearing (HH)	14	1	1	6
230-Deafness (DEAF)/Hearing impairment (HI)	6	0	1	2
240-Speech or language impairment (SLI)	563	3	4	3
250-Visual impairment (VI)	5	0	0	0
260-Emotional disturbance (ED)	49	0	0	0
270-Orthopedic impairment (OI)	15	0	0	2
280-Other health impairment (OHI)	249	0	1	41
290-Specific learning disability (SLD)	618	0	0	0
310-Multiple disabilities (MD)	16	0	0	1
320-Autism (AUT)	360			
330-Traumatic brain injury (TBI)	3			
Total	1981			
ted SELPAs	1981			

The total on this report should match the totals on 16.1 and 16.5. The first part of 16.2 shows the totals from the IEP, IFSP or the ISP. (Note: For Fall 1 2020 this may be discrepant from 16.5 due to duplicates in the report logic. This may be updated, but if it doesn't match be aware of the duplication as you are troubleshooting.)

16.2 - Students with Disabilities - Count by Federal Setting

Academic Year:	2020-2021	LEA:	[REDACTED]	User ID:	hdfoke@stcoe.net
View:	Snapshot	SELPA:	ALL	Create Date:	2/3/2021 4:27:21 PM
				Print Date:	2/8/2021 3:48:11 PM

SELPA Code	SELPA Name	Primary Disability Category	Total Unduplicate Student Count	Community Based Setting (103)	Other Setting (104)	Home (200)	Regular Early Childhood Program or Indergarten (201)	Separate Class (203)	Service Provider Location (204)	Separate School (300)	Residential Facility (301)	Regular Classroom/Public Day School (400)	Homebound/Hospital (401)	Correctional Facility (402)	Parentally Placed in Private Schools (403)	Regular Independent Study or Virtual Charter (500)	General Education Participation			
																	<40%	40%-<80%	>=80%	
3701	[REDACTED]	210-Intellectual Disability (ID)	75	0	1	5	0	11	0	2	0	56	0	0	0	0	0	40	14	2
		220-Hard of hearing (HH)	14	1	1	6	0	0	1	0	0	5	0	0	0	0	0	0	1	4
		230-Deafness (DEAF)/hearing impairment (HI)	6	0	1	2	0	0	0	0	0	3	0	0	0	0	0	0	0	3
		240-Speech or language impairment (SLI)	563	3	4	3	110	13	86	0	0	345	0	0	1	1	12	54	281	
		250-Visual impairment (VI)	5	0	0	0	0	0	0	0	0	5	0	0	0	0	0	2	3	
		260-Emotional disturbance (ED)	49	0	0	0	0	0	0	2	0	47	0	0	0	0	21	7	19	
		270-Orthopedic impairment (OI)	15	0	0	2	1	2	0	0	0	10	0	0	0	0	2	5	3	
		280-Other health impairment (OHI)	249	0	1	41	1	2	0	2	0	202	0	0	0	0	23	82	97	
		290-Specific learning disability (SLD)	618	0	0	0	3	0	0	2	0	613	0	0	0	0	21	313	279	
		310-Multiple disabilities (MD)	16	0	0	1	0	4	0	1	0	6	4	0	0	0	4	1	1	
		320-Autism (AUT)	360	0	0	2	21	79	5	6	0	245	0	0	1	1	114	54	79	
		330-Traumatic brain injury (TBI)	3	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	2	
		Total	1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774	
	Total - Selected SELPAs		1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774	

Community Based Setting (103)	Other Setting (104)	Home (200)
-------------------------------	---------------------	------------

These Program Settings are typically used for Infants and Toddlers served through an IFSP.

0	1	5
1	1	6
0	1	2
3	4	3
0	0	0
0	0	0
0	0	2
0	1	41
0	0	0
0	0	1
0	0	2
0	0	0
4	8	64
4	8	64

From CALPADS Definitions:

103	Community Based Setting	Community based settings include, but are not limited to, child care centers (including family day care), preschools, regular nursery school, early childhood center, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs) and provide early intervention services in a setting where children without disabilities are typically found.
104	Other Setting	Other settings include, but are not limited to settings where early intervention services are primarily provided for children with disabilities in a setting that is not home or community based such as a hospital, residential facility, clinic, or English language centers/classes.*
200	Home	A setting in which special education and related services are primarily provided in the principal residence of the child's family or caregivers.

16.2 - Students with Disabilities - Count by Federal Setting

Academic Year:	2020-2021	LEA:	[REDACTED]	User ID:	hdfoke@stcoe.net
View:	Snapshot	SELPA:	ALL	Create Date:	2/3/2021 4:27:21 PM
				Print Date:	2/8/2021 3:48:11 PM

SELPA Code	SELPA Name	Primary Disability Category	Total Unduplicated Student Count	Community Based Setting (103)	Other Setting (104)	Home (200)	Regular Early Childhood Program or Kindergarten (201)	Separate Class (203)	Service Provider Location (204)	Separate School (300)	Residential Facility (301)	Regular Classroom/Pu blic Day School (400)	Homebound /Hospital (401)	Correctional Facility (402)	Parentally Placed in Private Schools (403)	Regular Independent Study or Virtual Charter (500)	General Education Participation			
																	<40%	40%-<80%	>=80%	
3701	[REDACTED]	210-Intellectual Disability (ID)	75	0	1	5	0	11	0	2	0	56	0	0	0	0	0	40	14	2
		220-Hard of hearing (HH)	14	1	1	6	0	0	1	0	0	5	0	0	0	0	0	0	1	4
		230-Deafness (DEAF)/hearing impairment (HI)	6	0	1	2	0	0	0	0	0	3	0	0	0	0	0	0	0	3
		240-Speech or language impairment (SLI)	563	3	4	3	110	13	86	0	0	345	0	0	1	1	12	54	281	
		250-Visual impairment (VI)	5	0	0	0	0	0	0	0	0	5	0	0	0	0	0	2	3	
		260-Emotional disturbance (ED)	49	0	0	0	0	0	0	2	0	47	0	0	0	0	21	7	19	
		270-Orthopedic impairment (OI)	15	0	0	2	1	2	0	0	0	10	0	0	0	0	2	5	3	
		280-Other health impairment (OHI)	249	0	1	41	1	2	0	2	0	202	0	0	0	0	23	82	97	
		290-Specific learning disability (SLD)	618	0	0	0	3	0	0	2	0	613	0	0	0	0	21	313	279	
		310-Multiple disabilities (MD)	16	0	0	1	0	4	0	1	0	6	4	0	0	0	4	1	1	
		320-Autism (AUT)	360	0	0	2	21	79	5	6	0	245	0	0	1	1	114	54	79	
		330-Traumatic brain injury (TBI)	3	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	2	
		Total	1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774	
		Total - Selected SELPAs	1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774	

These Program Settings are for students who are in preschool or in TK/K and under age 5 by Census Day. If the student is in TK/K AND 5 or older they need a different program setting code.

These fields impact APR Indicator 6, Preschool LRE.

Regular Early Childhood Program or Kindergarten (201)	Separate Class (203)	Service Provider Location (204)
0	11	0
0	0	1
0	0	0
110	13	86
0	0	0
0	0	0
1	2	0
1	2	0
3	0	0
0	4	0
21	79	5
0	0	0
136	111	92
136	111	92

From CALPADS Definitions:

201	Regular Early Childhood Program	<p>The majority of special education services are provided in a regular early childhood program.</p> <p>Early childhood programs include, but are not limited to:</p> <ul style="list-style-type: none"> • Head Start • Transitional Kindergarten (when the student is less than 5 years old) • Reverse mainstream classrooms • Private preschools • Preschool classes offered to an eligible pre-kindergarten population by the public school system • Group childcare
203	Separate Class	In this setting, the student attends a special education program in a class with less than 50% nondisabled children.
204	Service Provider Location	<p>This is the setting when children receive all special education and related services from a service provider, and child did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:</p> <ul style="list-style-type: none"> • Private clinician's office • Clinician's offices located in school buildings • Hospital facilities on an outpatient basis • Libraries and other public locations

How does this tie to the IEP?

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

----Select One----

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

Yes No

IEP team is prepared to project an additional Preschool Program Setting

These fields are that pull into 16.2. If the student is 3-5 years old AND in prek, fill in this portion.

Program Setting (TK/Kgn or greater, ages 5-22):

----Select One----

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

% of time student is outside the regular class & extracurricular & non academic activities

45

% of time student is in the regular class & extracurricular & non academic activities

55

16.2 - Students with Disabilities - Count by Federal Setting

Academic Year:	2020-2021	LEA:	[REDACTED]	User ID:	hdfoke@stcoe.net
View:	Snapshot	SELPA:	ALL	Create Date:	2/3/2021 4:27:21 PM
				Print Date:	2/8/2021 3:48:11 PM

SELPA Code	SELPA Name	Primary Disability Category	Total Unduplicated Student Count	Community Based Setting (103)	Other Setting (104)	Home (200)	Regular Early Childhood Program or Kindergarten (201)	Separate Class (203)	Service Provider Location (204)	General Education Participation										
										Separate School (300)	Residential Facility (301)	Regular Classroom/Pu blic Day School (400)	Homebound /Hospital (401)	Correctional Facility (402)	Parentally Placed in Private Schools (403)	Regular Independent Study or Virtual Charter (500)	<40%	40%-<80%	>=80%	
3701	[REDACTED]	210-Intellectual Disability (ID)	75	0	1	5	0	11	0	2	0	56	0	0	0	0	0	40	14	2
		220-Hard of hearing (HH)	14	1	1	6	0	0	1	0	0	5	0	0	0	0	0	0	1	4
		230-Deafness (DEAF)/hearing impairment (HI)	6	0	1	2	0	0	0	0	0	3	0	0	0	0	0	0	0	3
		240-Speech or language impairment (SLI)	563	3	4	3	110	13	86	0	0	345	0	0	1	1	12	54	281	
		250-Visual impairment (VI)	5	0	0	0	0	0	0	0	0	5	0	0	0	0	0	2	3	
		260-Emotional disturbance (ED)	49	0	0	0	0	0	0	2	0	47	0	0	0	0	21	7	19	
		270-Orthopedic impairment (OI)	15	0	0	2	1	2	0	0	0	10	0	0	0	0	2	5	3	
		280-Other health impairment (OHI)	249	0	1	41	1	2	0	2	0	202	0	0	0	0	23	82	97	
		290-Specific learning disability (SLD)	618	0	0	0	3	0	0	2	0	613	0	0	0	0	21	313	279	
		310-Multiple disabilities (MD)	16	0	0	1	0	4	0	1	0	6	4	0	0	0	4	1	1	
		320-Autism (AUT)	360	0	0	2	21	79	5	6	0	245	0	0	1	1	114	54	79	
		330-Traumatic brain injury (TBI)	3	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	2	
		Total	1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774	
		Total - Selected SELPAs	1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774	

Separate School (300)	Residential Facility (301)	Regular Classroom/Public Day School (400)	Homebound/Hospital (401)	Correctional Facility (402)
-----------------------	----------------------------	---	--------------------------	-----------------------------

2	0	56	0	0
0	0	5	0	0
0	0	3	0	0
0	0	345	0	0
0	0	5	0	0
2	0	47	0	0
0	0	10	0	0
2	0	202	0	0
2	0	613	0	0
1	0	6	4	0
6	0	245	0	0
1	0	2	0	0
16	0	1542	4	0
16	0	1542	4	0

These are the Program Settings that are associated with school age students (TK/K or higher and age 5 as of Census Day). Look closely to these program settings to make sure these counts match your LEA's programs.

From CALPADS Definitions:

301	Residential Facility	This is where children receive all special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. This setting does not include children who receive special education programs at the facility but do not live here.
400	Regular Classroom/Public Day School	This code value is a program setting that includes at least 50 percent nondisabled children and is the setting that should be used for Kindergarten students who are in a regular classroom who are at least 5 years of age. This is also the setting where the Individualized Education Program (IEP) indicates the student is home schooled or enrolled in an independent charter or virtual charter school.
401	Homebound/Hospital	This setting is where students receive special education programs and related services in homebound/hospital environment. Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.
402	Correctional Facility	This setting includes students who received special education programs in correctional facilities. These data are intended to be a count of all children receiving special education in: <ul style="list-style-type: none"> • short-term detention facilities (community-based or residential), or • Correctional facilities.

16.2 - Students with Disabilities - Count by Federal Setting

Academic Year:	2020-2021	LEA:	[REDACTED]	User ID:	hdfoke@stcoe.net
View:	Snapshot	SELPA:	ALL	Create Date:	2/3/2021 4:27:21 PM
				Print Date:	2/8/2021 3:48:11 PM

SELPA Code	SELPA Name	Primary Disability Category	Total Unduplicated Student Count	Community Based Setting (103)	Other Setting (104)	Home (200)	Regular Early Childhood Program or Kindergarten (201)	Separate Class (203)	Service Provider Location (204)	Separate School (300)	Residential Facility (301)	Regular Classroom/Pu blic Day School (400)	Homebound /Hospital (401)	Correction Facility (402)	General Education Participation				
															Parentally Placed in Private Schools (403)	Regular Independent Study or Virtual Charter (500)	<40%	40%-<80%	>=80%
3701	[REDACTED]	210-Intellectual Disability (ID)	75	0	1	5	0	11	0	2	0	56	0	0	0	0	40	14	2
		220-Hard of hearing (HH)	14	1	1	6	0	0	1	0	0	5	0	0	0	0	0	1	4
		230-Deafness (DEAF)/hearing impairment (HI)	6	0	1	2	0	0	0	0	0	3	0	0	0	0	0	0	3
		240-Speech or language impairment (SLI)	563	3	4	3	110	13	86	0	0	345	0	0	1	1	12	54	281
		250-Visual impairment (VI)	5	0	0	0	0	0	0	0	0	5	0	0	0	0	0	2	3
		260-Emotional disturbance (ED)	49	0	0	0	0	0	0	2	0	47	0	0	0	0	21	7	19
		270-Orthopedic impairment (OI)	15	0	0	2	1	2	0	0	0	10	0	0	0	0	2	5	3
		280-Other health impairment (OHI)	249	0	1	41	1	2	0	2	0	202	0	0	0	0	23	82	97
		290-Specific learning disability (SLD)	618	0	0	0	3	0	0	2	0	613	0	0	0	0	21	313	279
		310-Multiple disabilities (MD)	16	0	0	1	0	4	0	1	0	6	4	0	0	0	4	1	1
		320-Autism (AUT)	360	0	0	2	21	79	5	6	0	245	0	0	1	1	114	54	79
		330-Traumatic brain injury (TBI)	3	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	2
		Total	1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	137	533	774
	Total - Selected SELPAs		1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	137	533	774

Parentally Placed in Private Schools (403)	Regular Independent Study or Virtual Charter (500)
--	--

0	0
0	0
0	0
1	1
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
1	1
0	0
2	2
2	2

The number of students in program setting of Parentally Placed in Private Schools (403) should match the number of students on ISPs. This field affects the funding required to be reserved as the proportionate share so this is important to review. If you don't have any private schools within your boundaries, check this carefully.

For Regular Independent Study or Virtual Charter, (500) this count should match the students in those settings. For some LEAs, all of their students would fall under this program setting, for others, they may have none. Check carefully.

From CALPADS Definitions:

403	Parentally Placed in Private School	This setting is where students have been enrolled by parents or guardians in regular, parochial, or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. Include children whose parents chose to home-school, but who receive special education and related services at public expense. Do not include children placed in private schools by the Learning Educational Authority (LEA).
500	Regular Independent Study or Virtual Charter	A setting where a student's IEP indicates the student is in on independent study or enrolled in a virtual charter school (homeschooled). This code value is only applicable to children ages 5-21 years old.

How does this tie to the IEP?

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

----Select One----

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

Yes No

IEP team is prepared to project an additional Preschool Program Setting

Program Setting (TK/Kgn or greater, ages 5-22):

----Select One----

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

% of time student is outside the regular class & extracurricular & non academic activities

45

% of time student is in the regular class & extracurricular & non academic activities

55

This section is filled out for those that are age 5 AND in TK/K or higher as of Census Day (1st Wednesday of October and June 30)

Column Options

Type of Report

Student report (Add columns to show)

Select Columns for Report

Date of Birth Case Manager School of Attendance Grade Level
 Program Setting (TK/Kgn or greater, ages 5-22) Projected Program Setting
 Percent IN Regular Class Projected Program Percent In

OK

Cancel

Criteria

Student Exited
No

Date of Birth
01/01/1900|10/06/2016

Program Setting (TK/Kgn or greater, ages 5-22)
---Blank---

Student Eligibility Status
Eligible/Previously Eligible

+ Add

Edit

Search

Consider proactively looking at students now who will turn 5 by the next Census Day. Although there may not be away to know which of these students will be in TK/K or higher, it will help LEAs address the program settings proactively at IEP meetings as they are held.

16.2 - Students with Disabilities - Count by Federal Setting

Academic Year:	2020-2021	LEA:	[REDACTED]	User ID:	hdfoke@stcoe.net
View:	Snapshot	SELPA:	ALL	Create Date:	2/3/2021 4:27:21 PM
				Print Date:	2/8/2021 3:48:11 PM

SELPA Code	SELPA Name	Primary Disability Category	Total Unduplicated Student Count	Community Based Setting (103)	Other Setting (104)	Home (200)	Regular Early Childhood Program or Kindergarten (201)	Separate Class (203)	Service Provider Location (204)	Separate School (300)	Residential Facility (301)	Regular Classroom/Pu blic Day School (400)	Homebound /Hospital (401)	Correctional Facility (402)	Parentally Placed in Private Schools (403)	Regular Independent Study or Virtual Charter (500)	General Education Participation		
																	<40%	40%-<80%	>=80%
3701		210-Intellectual Disability (ID)	75	0	1	5	0	11	0	2	0	56	0	0	0	0	40	14	2
		220-Hard of hearing (HH)	14	1	1	6	0	0	1	0	0	5	0	0	0	0	0	1	4
		230-Deafness (DEAF)/hearing impairment (HI)	6	0	1	2	0	0	0	0	0	3	0	0	0	0	0	0	3
		240-Speech or language impairment (SLI)	563	3	4	3	110	13	86	0	0	345	0	0	1	1	12	54	281
		250-Visual impairment (VI)	5	0	0	0	0	0	0	0	0	5	0	0	0	0	0	2	3
		260-Emotional disturbance (ED)	49	0	0	0	0	0	0	2	0	47	0	0	0	0	21	7	19
		270-Orthopedic impairment (OI)	15	0	0	2	1	2	0	0	0	10	0	0	0	0	2	5	3
		280-Other health impairment (OHI)	249	0	1	41	1	2	0	2	0	202	0	0	0	0	23	82	97
		290-Specific learning disability (SLD)	618	0	0	0	3	0	0	2	0	613	0	0	0	0	21	313	279
		310-Multiple disabilities (MD)	16	0	0	1	0	4	0	1	0	6	4	0	0	0	4	1	1
		320-Autism (AUT)	360	0	0	2	21	79	5	6	0	245	0	0	1	1	114	54	79
		330-Traumatic brain injury (TBI)	3	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	2
		Total	1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774
		Total - Selected SELPAs	1981	4	8	64	136	111	92	16	0	1542	4	0	2	2	237	533	774

General Education Participation

<40%

40%-
<80%

>=80%

40	14	2
0	1	4
0	0	3
12	54	281
0	2	3
21	7	19
2	5	3
23	82	97
21	313	279
4	1	1
114	54	79
0	0	2
237	533	774
237	533	774

This percentage is required for those that are 5 as of Census Day AND in TK/K or higher. This data is used for the Annual Performance Report for Indicators 5 a-c.

Review this closely especially if you have more in the <40% column than the others. If there are percentages that don't seem consistent with your data, sometimes the fields are reversed on the Ed Settings page and this typo needs to be corrected on the IEP.

From CALPADS Definitions:

1	Equal to or Greater than 80 percent	A student with disabilities participates in general education at least 80 percent of the school day.
2	40 percent to 79 percent	A student with disabilities participates in general education at least 40 but no more than 79 percent of the school day.
3	Less than 40 percent	A student with disabilities participates in general education less than 40 percent of the school day.

How does this tie to the IEP?

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

----Select One----

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater?

Yes No

IEP team is prepared to project an additional Preschool Program Setting

Program Setting (TK/Kgn or greater, ages 5-22):

----Select One----

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater)

% of time student is outside the regular class & extracurricular & non academic activities

45

% of time student is in the regular class & extracurricular & non academic activities

55

The percent of time in gen ed is pulled from this field (notice it is in red-like all CALPADS fields in SEIS).

This field is required for those that are age 5 and older AND in TK/K or higher as of Census Day.

If there are questions, sometimes these numbers are accidentally transposed and need to be corrected.

Reviewing 16.5

16.5

- The report summarizes the students with disabilities by Service and Primary Disability.

CALPADS 16.5 - Students with Disabilities - Student Services by Primary Disability

Academic Year: 2020-2021
 View: [Dropdown] LEA: [Redacted] User ID: hph@calpads.net
 Create Date: 2/12/2021 8:21:10 AM
 Print Date: 2/12/2021 2:28:49 PM

SELPA Code	SELPA Name	Service Category	Special Education Service	Total Students	Intellectual Disability (ID) 219	Hard of Hearing (HH) 225	Deafness (D/AF)/Hearing Impairment (HI) 230	Speech or language Impairment (SLI) 240	Visual Impairment (VI) 250	Emotional disturbance (ED) 266	Orthopedic Impairment (OI) 275	Other health Impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf-Blindness (DB) 306	Multiple disabilities (MD) 319	Autism (AU/T) 328	Traumatic brain injury (TBI) 336
3701	[Redacted]	200s - Infant Services	Family Training, Counseling, and Home Visits (212)	43	3	5	3	8			2	41				1	2	
			Service Coordination (240)	68	5	8	3	8			2	41				1	2	
			Special Instruction (250)	60	5	4	3	7			2	38				1	2	
			Total	68	5	8	3	8	0	0	2	41	0	0	0	1	2	0
		300s - Instructional Services	Intensive Individual Services (340)	63	5			2	1	5	3	17		3		3	20	1
			Specialized Academic Instruction (330)	1460	70	3		143	3	48	13	209		617		14	339	3
			Total	1463	70	3	0	144	3	48	13	214	0	617	0	14	339	3
		400s - Occupational and Physical Services	Adapted Physical Education (425)	97	23			7			10	13		2		4	38	
			Health and Nursing: Other Services (436)	1												1		
			Language and Speech (415)	1216	60	8	5	562	1	6	11	88		133		12	336	1
			Occupational Therapy (450)	278	36			23	1	5	11	43		24		7	130	1
			Physical Therapy (460)	32	5			2			3	19				3		
			Specialized Physical Health Care Services (435)	10	2		1	1			3	1		1		1		
			Total	1260	63	8	5	562	2	11	15	101	0	146	0	13	340	1
		500s - Social, Behavioral and Psychological Services	Behavior Intervention Services (530)	3	1							1						1
			Counseling and guidance (515)	107	3			2		33		34		19			16	

Service Category	Special Education Service	Total Students
200s - Infant Services	Family Training, Counseling, and Home Visits (210)	63
	Service Coordination (240)	68
	Special Instruction (250)	60
	Total	68
300s - Instructional Services	Intensive Individual Services (340)	63
	Specialized Academic Instruction (330)	1460
	Total	1463
400s - Occupational and Physical Services	Adapted Physical Education (425)	97
	Health and Nursing: Other Services (436)	1
	Language and Speech (415)	1216
	Occupational Therapy (450)	278
	Physical Therapy (460)	32
	Specialized Physical Health Care Services (435)	10
	Total	1260
500s - Social, Behavioral and Psychological Services	Behavior Intervention Services (535)	3
	Counseling and guidance (515)	107

In reviewing the report, look to see if your LEA is providing these services. For example, do you have any students on an IFSP? If you don't serve this age group, you would not expect to see any 200 service codes

16.5 - Students with Disabilities - Student Services by Primary Disability

500s - Social, Behavioral and Psychological Services	Individual Counseling (510)	76				2	1	28			29		8			8		
	Parent Counseling (520)	3									1						2	
	Psychological Services (530)	3									1		2					
	Total	148									1		2					0
700s - Visual and Hearing Services	Audiological Services (720)	24																
	Orientation and Mobility (730)	5																
	Specialized Deaf and Hard of Hearing/Hearing Impairment Services (710)	22																
	Specialized Orthopedic Services (740)	8																
	Specialized Vision Services (725)	12																
Total	49																	0
900s - Other Services	Other Special Education/Related Service (900)	3																
	Total	3																
SELPA Total		1964	75	14	6	562	5	49	15	248	0	618	0	16	360	3		
Total -Selected SELPAs		1964	75	14	6	562	5	49	15	248	0	618	0	16	360	3		

Check the 900 service code ("Other Services"). Each SELPA designates in their Annual Service Plan the services allowed under 900.

Often times these are used for services that the IEP team isn't sure how to code. Some examples have been one to one aides, or consultation.

This total should match the totals on the reports from 16.1/16.2.

900s - Other Services	Other Special Education/Related Service (800)	3														
	Total	3	0	0	0	0	0	0	0	0	0	0	0	3	0	0
	SELPA Total	1964	75	14	6	562	5	49	15	248	0	618	0	16	360	3
	Total -Selected SELPAs	1964	75	14	6	562	5	49	15	248	0	618	0	16	360	3

Education Plan Type:	100-Individualized Education Program (IEP), 150-Individual Family Service Plan (IFSP), 200-Individual Service Plan (ISP)	Ethnicity/Race:	All	Gender:	All
English Language Acquisition Status:	All	Socio-Economically Disadvantaged:	All	Title I Part C Migrant:	All
Homeless Program Eligible:	All	Foster Youth:	All	Student Age:	All
Grade Level:	01-First Grade, 02-Second Grade, 03-Third Grade, 04-Fourth Grade, 05-Fifth Grade, 06-Sixth Grade, 07-Seventh Grade, 08-Eighth Grade, 09-Ninth Grade, 10-Tenth Grade, 11-Eleventh Grade, 12-Twelfth Grade, 96-Infant, 98-Kindergarten, 99-Prekindergarten, 9D-Toddlers				

If the totals do not match what you anticipate, check the filters that were used to run the report, which show on the last page of the report.

How does this tie to the IEP?

SPECIAL EDUCATION AND RELATED SERVICES

Expand/Collapse All

+ Add Service

#1 330 Specialized Academic Instruction

+ >

Dates

02/08/2018 -

Duration/Frequency

60 min x 4 sessions = 240 min Weekly

Provider

100 District of Columbia

Do Not Report

Do Not Print

Edit

Delete

Copy to ESY

The services reflected in 16.5 are pulled from the Services page of the IEP.

#2 510 Individual counseling

+ >

Dates

Do Not Report

Duration/Frequency

Provider

Do Not Print

Blank Grids to Print

0 v

Amend Service

Continue to new IEP

Discontinue Service

Copy to ESY

Criteria



Service Code

900 Other special education/related services

Student Eligibility Status

Pending

Excluded

Student Exited

No

A search can be run in SEIS to look for the "Other" services.

Reviewing 16.8

Academic Year	2020-2021	As of Day:	23	LEA:	Cajon Valley Union	View Report
As of Month:	October	Grade	01-First Grade,02-Second Grade	Ethnicity/Race:	Hispanic,Am Indian/Alskn Nat,A	
Gender	F,M,X	Education Plan Type:	100-Individualized Education Prt	Monitoring Category:	IEP OnTime/Goals Populated,La	
Primary Disability Category Code:	200-None,210-Intellectual Disab	Socio-economically Disadvantaged:	Y,N	Title I Part C Migrant:	Y,N	
English Language Acquisition Status:	ADEL-Adult English Learner,EL-E	Foster Youth:	Y,N	Student Age:	3,4,5,6,7,8,9,10,11	
Homeless:	Y,N			Ethnicity/Race:	Hispanic,Am Indian/Alskn Nat,A	
User Comments:				Monitoring Category:	IEP OnTime/Goals Populated,La	
				Title I Part C Migrant:	<input type="checkbox"/> (Select All)	
				Student Age:	<input type="checkbox"/> IEP OnTime/Goals Populated	
					<input checked="" type="checkbox"/> Late Annual Meeting	
					<input checked="" type="checkbox"/> Late Triennial Meeting	
					<input checked="" type="checkbox"/> Missing Transition Goals	
					<input checked="" type="checkbox"/> Exceeded 60-day Timeline	

Choose your filters. (Remember for LEAs who serve infants, you'll need to adjust the Grade and Student Age). You can also filter to see only those that are in the Noncompliant Monitoring Category.

California DEPARTMENT OF EDUCATION
CALPADS
California Longitudinal Pupil Achievement Data System

Academic Year:	2020-2021
View:	ODS
As Of:	10/23/2020

100%

- Word
- Excel
- PowerPoint
- PDF
- TIFF file
- MHTML (web archive)
- CSV (comma delimited)

After you've run the report, you will get the report, for smaller districts, you may be able to just review the data in CALPADS. For a little bit larger districts, you may want to download as an CSV.

SELPA Cod	SELPA Name	District of Special Education Accountability	SSID
3314	Temecula Valley Unified	3375192	
3704	South County	3768023	
		6119119	
		6119119	
		3768395	
		6119119	
		3768023	
		3768023	
		3768023	
		3768031	
		6119119	
3712	San Diego Unified	3768338	
		3768338	
		3768338	
		3768338	
		3768338	
		3768338	
		3768338	
		3768338	
		3768338	
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		3768338	
		3768338	
		3768338	
		3768338	
		3768338	

If you download the report, you may see other SELPAs and DSEAs.

CALPADS has shared that this is based on the last LEA that is tied to that last annual or triennial transaction in CALPADS.

If you look in CALPADS and look at the DSEA it may be updated to your LEA, but is still showing up incorrectly based on the report logic.

If you have questions about the DSEAs being accurate, use the DSEA Extract from CALPADS to review that data.

16.8 – Students with

LEA: [REDACTED]

Meeting/Amendment Info						
Monitoring Category	Elapsed Days	Referral Date	Initial Parent Consent	Meeting Date	Meeting Delay Code	Meeting Type
Exceeded 60-day Timeline		02/19/2019	02/19/2019	05/02/2019	40	10
Exceeded 60-day Timeline		01/16/2020	02/06/2020	10/12/2020	60	10
Exceeded 60-day Timeline		11/18/2019	12/18/2019	02/25/2020	40	10
Exceeded 60-day Timeline		05/07/2019	05/07/2019	09/10/2019	40	10
Exceeded 60-day Timeline		02/13/2020	02/26/2020	11/04/2020	75	10
Exceeded 60-day Timeline		10/03/2019	01/31/2020	10/22/2020	60	10
Exceeded 60-day Timeline		11/13/2020	11/18/2020	02/03/2021	40	10
Exceeded 60-day Timeline		10/16/2019	11/01/2019	01/14/2020	40	10
Exceeded 60-day Timeline		02/11/2020	02/24/2020	12/16/2020	60	10
Exceeded 60-day Timeline		04/29/2020	08/28/2020	11/16/2020	70	10
Exceeded 60-day Timeline		01/15/2020	01/31/2020	05/15/2020	60	10
Exceeded 60-day Timeline		01/21/2020	02/14/2020	09/21/2020	60	10

Elapsed Days

- This is calculated based on the number of days since the Initial, Annual or Triennial was due. So it takes the date the report was run, minus the date the meeting was held and then to calculate the number of days overdue, subtracts 60, 365, or 1095 depending on the meeting type.
- Consider sorting these elapsed days by largest to smallest. Often times there may be missing transactions, so it's good to focus on tackling these first as these are likely a data upload issue versus a compliance issue.

14.01 Record Type

SPED

14.02 Transaction Type A - Add**14.04 Reporting LEA**

08/12/2019

14.05 School of Attendance**14.06 School of Attendance NPS****14.07 Academic Year ID**

2020-2021

14.08 SSID**14.09 Student Information System Student ID****14.10 SEIS ID****14.11 Student Legal First Name****14.12 Student Legal Last Name****14.13 Student Date of Birth**

05/13/2007

12/02/2015

01/14/2016

14.14 Student Gender Male Female Nonbinary**14.15 Reporting SELPA**

3701

14.16 District of Special Education Accountability**14.17 Special Education Referral Date**

30 Student Study Team/Intervention Team

14.18 Referring Party

Missing Transition Goals

- This title is for any of the 8 Tran_Reg fields missing, not just the transition goals
- This includes any students who are 16 as of the date of the report (remember you can run this report by any date in the filter section)
- Scroll over to the last 8 columns to determine which transition field(s) are non-compliant.
- An IEP meeting will need to be held to correct these if the IEP team did not address these fields.

DOB	School of Attendance	Amendment Identifier	Meeting Type	Meeting Date	Plan Type	Amendment Date	Parent Signature	Transaction Created	Transaction Type	Enrollment Date	Exit Date	Last Saved By	Last Saved On	SPED Accepted	SSRV Accepted
05/13/2007	[REDACTED]	[REDACTED]	20	01/26/2021	100		Yes	02/12/2021 2:32 pm	Affirmed IEP	08/12/2019				No	No
04/12/2006	[REDACTED]	[REDACTED]	20	01/28/2021	100		Yes	01/29/2021 9:34 am	Affirmed IEP	08/29/2011				No	No

14.20 Special Education Meeting Type

- 10 - Part B Initial Evaluation (Ages 3-22)
- 15 - Part C Initial Evaluation (Ages 0-2)
- 20 - Annual Meeting
- 30 - Pending Initial Evaluation
- 40 - Triennial Evaluation

14.22 Student Special Education Meeting or Amendment Identifier

██████████

14.24 Education Plan Type

100 - Individualized Education Program (IEP) ▼

Please Note: If a student was Eligible for Special Education and is no longer eligible, do not change their plan type to 700/800/900. These students should be exited from Special Ed.

14.26 Primary Residence

140 - Parent or Legal Guardian and/or Homeless ▼

14.28 Disability 1

290 - Specific Learning Disability (SLD) ▼

14.21 Special Education Meeting Date

 01/26/2021


14.23 Meeting Delay

----Select One---- ▼

14.25 Education Plan Amendment Date



14.27 Special Education Initial Entry Start Date

 03/11/2016

14.29 Disability 2

200 - None ▼

1 14.30 Infant Regional Center Services Eligibility Indicator

Yes No

1 14.31a Program Setting (For ages 0-2 only with Plan Type 150 IFSP)

----Select One----

1 14.31c Program Setting (TK/Kgn or greater, ages 5-22)

400 - Regular Classroom/Public Day School

1 14.32 Early Childhood Program Setting Service Location

-----Select One-----

1 45 IN_REGCLS

86

1 14.35 Special Education Infant Program Type

----Select One----

1 14.31b Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn)

----Select One----

1 14.31 Program Setting - Reported to CALPADS

400 - Regular Classroom/Public Day School

1 14.33 Ten or More Weekly Hours in Setting Indicator

Yes No

1 14.34 General Education Participation Percentage Range

1 - Equal to or Greater than 80 percent

14.36 IEP Includes Postsecondary Goals Indicator

Yes No

14.38 Postsecondary Goals Age Appropriate Transition Assessment Indicator

Yes No

14.40 Supportive Services Indicator

Yes No

14.42 Student IEP Participation Indicator

Yes No

14.44 Special Transportation Indicator

Yes No

14.46 Special Education Program Exit Date



14.37 Postsecondary Goals Updated Annually Indicator

Yes No

14.39 Transition Services in IEP Indicator

Yes No

14.41 Transition Services Goals in IEP Indicator

Yes No

14.43 Agency Representative IEP Participation Indicator

Yes No NA

14.45 Parental Involvement Facilitation

Yes No No Response

14.49 Special Education Program Exit Reason

----Select One----

14.50 Student Hispanic Ethnicity Indicator

Yes No

14.52 Student Race 1

600 - African-American

14.54 Student Race 3

----Select One----

14.56 Student Race 5

----Select One----

Save

Error Check

14.51 Student Hispanic Ethnicity Missing Indicator

Yes No

14.53 Student Race 2

----Select One----

14.55 Student Race 4

----Select One----

14.57 Student Race Missing Indicator

Yes No

CALPADS Services

Add Service

Services	SEIS ERRORS	SERVICE	LOCATION	PROVIDER	FREQUENCY	DURATION
 		330	520	100	20	270

Reviewing 16.11

16.11

- This report compares counts of students with disabilities of selected year to prior year. It notes percentage of change between years.



16.11 - Students with Disabilities - Annual Comparison Report

Academic Year: 2021-2022	LEA: [REDACTED]	User ID: hdifede@sdcoe.net
View: Snapshot	SELPA: ALL	Revision Date: 10/28/2021 12:13:45 PM
Revision ID: 3120238		Print Date: 10/28/2021 5:24:07 PM

SELPA Code	SELPA Name	Primary Disability Category	Prior Academic Year	Selected Academic Year	Count Difference	Percent Change
			Unduplicated Student Count	Unduplicated Student Count		Prior Year)/(Prior Year) * 100
3701	East County	200-None	0	0	0	
		210-Intellectual Disability (ID)	86	84	-2	-2
		220-Hard of hearing (HH)	40	39	-1	-3
		230-Deafness (DEAF)/Hearing impairment (HI)	3	4	1	33
		240-Speech or language impairment (SLI)	728	771	43	6
		250-Visual impairment (VI)	9	6	-3	-33
		260-Emotional disturbance (ED)	75	67	-8	-11
		270-Orthopedic impairment (OI)	48	45	-3	-6
		280-Other health impairment (OHI)	428	482	54	13
		281-Established medical disability (EMD)	7	11	4	57
		290-Specific learning disability (SLD)	577	673	96	17
		300-Deaf-blindness (DB)	0	0	0	
		310-Multiple disabilities (MD)	19	19	0	0
		320-Autism (AUT)	502	607	105	21
		330-Traumatic brain injury (TBI)	4	4	0	0
		SELPA Total	2526	2812	286	11
Total - Selected SELPAs			2526	2812	286	11

In reviewing current year to prior year, evaluate if the changes are what you anticipated. Perhaps the LEA has gained/lost a charter school?

Extract Reports

DSEA - District of Special Education Accountability

SPED Discrepancy Report

DSEA Extract (Two versions)

- **Accountability:** Includes Students who are being sent to other LEAs and who are being received by the user's LEA for accountability purposes.
- **Informational:** Provides the list of students who are not enrolled in the user's LEA but have their LEA populated as the DSEA.

Link to documentation for determining correct DSEA:

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

To Run the DSEA:

LEA - Level Accountability/ Informational DSEA Extract

The screenshot shows the 'Extracts' page in a web application. On the left is a navigation menu with 'Extracts' highlighted. The main content area is titled 'Extracts' and contains a 'Request CALPADS Files' section. Below this title is a horizontal menu with several options: Supporting Reports Extracts, DSEA Extracts, SDE Extract, Candidate List, Rejected Records, Replacement SDEs, Direct Certification Extract, SDEs Discrepancy Extract, and DSEA Extracts. The 'DSEA Extracts' option is highlighted with a red circle and a '2' next to it. A red circle with a '1' is placed over the 'Extracts' link in the navigation menu.

The screenshot shows the 'Accountability - DSEA Extract' form. It has a dropdown menu for 'Reporting LEA *' with 'Capistrano Unified 3066464' selected. Below this are two input fields: 'Academic Year Code' with ':2020-2021' and 'Extract File Name' which is empty. A red circle with a '3' is next to the 'Academic Year Code' field, and a red circle with a '4' is next to the 'Extract File Name' field. At the bottom right of the form is a blue 'Request File' button with a red circle and a '5' next to it.

- 1 Click on Extracts link from the Left Navigation menu.
- 2 Click on DSEA button and select the desired DSEA extract type to request.
- 3 Select Academic year from the dropdown selection.
- 4 Label with desired Extract File Name (optional)
- 5 Click on Request File button to finalize request.
- 6 Requested file will be available under Submitter Extracts. File label will identify DSEA extract type requested. Click the Download button next to the requested extract file.

The screenshot shows the 'Submitted Extracts' table. It has a note: 'Note: For file sizes > 50 MB, it is recommended to save them first and then open.' Below the note is a dropdown menu for 'Selected LEA' with 'Capistrano Unified 3066464' selected. The table has columns: Actions, Job ID, Extract Type, File Name, Status, Resubmit Button, Date Requested, Date Created, Error, and File Size. There are two rows of data. The first row has a 'Download' button with a red circle and a '6' next to it. The second row also has a 'Download' button.

Actions	Job ID	Extract Type	File Name	Status	Resubmit Button	Date Requested	Date Created	Error	File Size
Download		Informational - DSEA Extract for Students with Disabilities	DSEA_202106302_104042733	Complete	C Test	06/15/2021 03:27 PM	06/15/2021 03:28 PM		4208
Download		Accountability - DSEA Extract for Students with Disabilities	DSEA_202106302_104042726	Complete	C Test	06/15/2021 03:27 PM	06/15/2021 03:28 PM		13188

The DSEA file CALPADS creates is a txt file. To use in excel:

1. Download either [DSEA Accountability Extract Template](#) or [DSEA Informational Extract Template](#) depending on the DSEA extract selected.
2. Open the template.
3. A protected View message will appear at the top, you may click on **Enable Editing**.
4. Another security warning will appear at the top concerning a disable Macros. Click on Enable Content.
5. Click on **Import DSEA Extract File** button.
6. Locate the downloaded, DSEA extract you requested from CALPADS.
7. Once you click on the file, the template will then gather the information from the extract and list the data extracted.

Template link:

<https://documentation.calpads.org/Support/docs/DSEAAccountabilityExtractTemplate.xlsm>

District of Special Ed Accountability

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Import DSEA Extract File																				
2	Academic Year	Accountability Attribution Indicator	SSID	SENR-Reporting LEA	SENR-School of Attendance	NR-Grade Level	NR-Enrollment Date	SENR-Enrollment Start Date	SENR-Enrollment Exit Date	R-Student Exit Reason	SENR-School Completion Status	District of Special Education	SPED-Reporting LEA	D-Reporting SEL	Special Education Meeting Date	D-Education Plan Amendment Date	Education Plan Amendment Date	SPED-Special Education Program Exit Date			

- Sending: Enrolled in the LEA requesting the extract and has a different LEA for DSEA
- Receiving: Enrolled in a different LEA than the LEA requesting the extract and DSEA is LEA requesting extract.

2020-2021	Sending		3768189	0000001	06	10	20200820										3768189	3768189	3701	20191030	100	20200205
2020-2021	Sending		3768189	6038376	05	10	20200820										3768189	3768189	3701	20201203	100	
2020-2021	Sending		3768189	6085047	06	10	20200820										3768189	3768189	3701	20200909	100	
2020-2021	Receiving		1610165	6069298	06	10	20200813										3768189	1610165	1600	20200512	100	

When reviewing the DSEA, you can see that one of the CDS codes is different than that of this LEA.

You can also see that the SELPA Code is different than the SELPA for the LEA that ran this extract.

In this scenario, to research the issue, you should:
Look up the SSID in CALPADS. Check the enrollment information.
Look in your special education information system to see if this is accurate.

More information on DSEA Extracts can be found at:
https://drive.google.com/file/d/1TjoYtP0xRsh5gl_5tQ9SWpBIYfZelUc5/view?usp=sharing

SPED Discrepancy Extract

R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ
SPED- School of Attendan ce	SENR - School of Attendan ce	SPED- School of Attendan ce NPS	SENR- School Attendan ce NPS	SPED- Local Student ID	SENR- Local Student ID	SPED- Student Legal First Name	SINF - Student Legal First Name	SPED- Student Legal Last Name	SINF- Student Legal Last Name	SPED- Student Birth Date	SINF- Student Birth Date	SPED- Student Gender Code	SINF- Student Gender Code	P E D- Stu den t	N F- u d	N F- u d	D- Stu den t	F- Stu den t	D- Stu den t	SINF- Student Race 2 Code	SPED- Student Race 3 Code	F- Stu den t	SPED- Student Race 4 Code	SINF- Student Race 4 Code	
						Name Last	Name-Last																		
1996599	0128554																								

Any discrepancies between what is in the student's enrollment record and what is in the SPED record will show side by side in this report.

Template link:

<https://documentation.calpads.org/Support/docs/SPEDDiscrepancyExtract.xlsm>

Final Review Check List Excerpt

10	4. 16.1 Total Unduplicated Count										
11	4a. Total Unduplicated Count June 30, 2020										
12	4b. Disability Categories Reviewed										
13											
14	5. 16.2 Total Unduplicated Count										
15	5. 16.2 Age 5-22, excluding inf/pre/toddler			Filter Age 5-22,							
16	5. 16.2 Federal Setting-Number not in 400-Public Day School			exclude grade inf/pre/tod					Target <3.8% Sep Class, Sep School, Res Fac, Correctional (0)	#DIV/0!	
17	5a. Percent in Gen Ed < 40% of day								Target: < 21.6% Calculation: # students <40%/total students	#DIV/0!	
18	5b. Check numbers on any area for Indicator where you are close on target								To see data by dispro for race and ethnicity, you have to run 16.1 using the filter for each		
19	Areas:	Target	Actual						total	reg	sep
20											
21									Pre		
									KN4		
22	5c. Check for Fed settings that are wrong								0	0	0
23	5d. Preschool Fed Setting								0	Target: > 35.9% Calc # students attending regular program/total 3-5 yr olds	#DIV/0!
24									0	Target: < 31.4% Calc # students in separate setting/total 3-5 yr olds	#DIV/0!
<p>Navigation bar: ... 16.7 16.8 Monitoring Reports 16.1 16.2 16.3 16.5 16.6 16.11 Summary (+) < ></p>											

Final Review Check List Excerpt

36	11. Pending Records (as of June 30)	# in SEIS and # in CALPADs						In 16.3 check for pending delay codes for records that will cross the summer		
37	12. Parent Declined/Private School									
38	13. DNQ									
39										
40	14. DSEA Extract							Verify any students outside your district who have you listed as the District of Special Ed		
41										
42	Reviewed CERT Warnings							*SELPA view does not show CERT warnings		
43	CERT135-3rd bday delay									
44	CERT141-Invalid Enrollment info for student reaching max age									
45	CERT143-Missing SENR Record for student with SPED record									
46	CERT160-Missing Private School enrollment record for Education Plan Type Code 200(ISP)									
47										
48										
49	Evaluation Delay									
50	Special Ed Transportation									
51	Parent Involvement Facilitation									
52	Residency									
53	School of Attendance v Spec Ed Program Setting (Used to be Fed Set)									

Where can I get assistance?

- [CALPADS SELPA Documentation](#)
- [CSIS YouTube Channel](#)
 - SWD Playlist
- [CALPADS Flashes](#)
- [CALPADS List Serves](#)
 - CASEMIS to CALPADS
 - CALPADS LEA
- [Weekly CALPADS Calls](#) (Wednesdays @ 3)
- C3 Resources
- [A SELPA's local resource page](#)

[Video Reviewing 16.1](#) [\(Transcript\)](#)

[Video Reviewing 16.2](#) [\(Transcript\)](#)

[Video Reviewing 16.3-Part 1](#) [\(Transcript\)](#)

[Video Reviewing 16.5](#)

[Accountability Reports 16.7 & 16.8](#) [\(handout\)](#)

[Using 16.8 to prepare for CDE Overdue Notice](#) [\(handout\)](#)

[Video Reviewing 16.7](#) [\(Transcript\)](#)

[Video Reviewing 16.8](#)