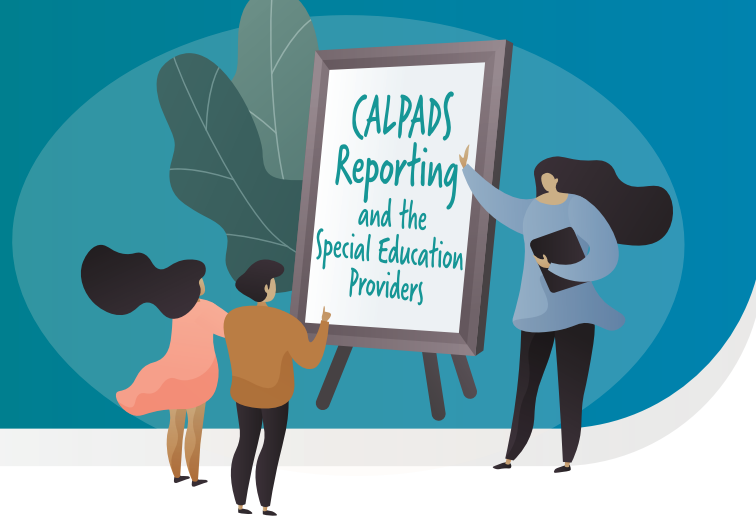




CALPADS reporting and the Special Education Providers

The What, Why, When and How for Special Education Providers and Case Managers



What is CALPADS?

- ✓ California Longitudinal Pupil Achievement Data System (CALPADS) is the data system used to collect the majority of student and teacher data across the state. Special education data is also submitted to CALPADS to meet state and federal reporting requirements.



What is the Data Used For?

- ✓ Funding
- ✓ Accountability: [State Performance Plan Indicators](#), Annual Performance Report (APR) and California Dashboard
- ✓ Monitoring Determinations: Disproportionality, Significant Disproportionality, Continuous Improvement Monitoring (CIM) and compliance monitoring

When is CALPADS?

- ✓ **The First Wednesday in October:** Also known as Census Day, data as of this date is reported. This includes all students (birth to 22) who were receiving services or pending as of Census Day, including those served in private schools or non-public schools.
- ✓ **June 30:** Summary of data for the entire year and includes Post-Secondary Outcomes and Restraint and Seclusion data. This includes all students (birth to 22), who are pending or received services for at least one day throughout the year, whether they were enrolled in public, non-public or private schools.

What data is used from the IEP?

- ✓ Some Special Education Data Systems (SEDS) denote the fields that collect CALPADS data with an asterisk or different font color
- ✓ This data includes information from most parts of the IEP* document, except the Goals.
- ✓ Most of the dates included within the IEP are reported (e.g. Meeting Date, Special Education Entry Date, Date of Referral and Consent)
- ✓ Information about the student is reported including their identified disability
- ✓ The type of meeting is reported, but it also triggers different actions within IEP systems
- ✓ Information on the supports within the IEP (e.g. Accommodations on State Testing, Program Setting, Time in General Education, and Considerations for Post Secondary Transition)
- ✓ Information on the services within the IEP (Services, Frequency, Duration, Location and Provider)

For detailed information on specific fields that are collected, see the CALPADS Code Set [available here](#).

*In this document, reference to IEPs, is meant to include Individualized Family Support Plans (IFSPs) and Individual Services Plans (ISPs).

What is my Role* in Data Collection?

- ✓ Hold IEPs within required timelines
- ✓ Develop IEP with a team and ensure that CALPADS related fields are accurate
- ✓ When the IEP team determines there are changes in a student's services or placement, update those within the IEP so that they can be reported, as information from the notes in the IEP meeting is not submitted
- ✓ When a student transfers in to the district, ensure the services and program settings are reviewed and updated as needed
- ✓ Affirm (lock/finalize) IEP in a timely manner as this creates the transaction where a district data technician can upload to CALPADS
- ✓ Exit student within the Special Education Data System in a timely manner. Communicate with your LEA's Data Technician, if needed
- ✓ Communicate with your Data Technician when there are delays to holding timely meetings to determine if delay codes are appropriate

*Roles and responsibilities are determined locally. Each district may utilize different staff to ensure these tasks are completed.

What happens with the data after the IEP meeting?

- ✓ When an IEP is affirmed (locked/finalized) within the SEDS, this creates a transaction. A transaction is a snapshot of the required data
- ✓ Transactions are uploaded to CALPADS. During this process, the transactions go through two validation processes. This is a point where Case Managers may be contacted if there are corrections/amendments needed
- ✓ Once the CALPADS submission window opens, there is another validation process that may generate more warnings/errors that need to be addressed through corrections /amendments

If you have additional questions about how your data is reported within your district, please reach out to your district special education director.



Process Map of CALPADS Submission Process

PLAN

Initial Assessment Plan Created

IEP Meeting held (Initial, Annual, Triennial, Amendment)

ENGAGE

Parent consent received and documented

IEP/IFSP/ISP Developed

AFFIRM

Transaction created as a "Pending Student"

IEP/IFSP/ISP Affirmed (locked/finalized)

UPLOAD

Data Technician takes created transaction to upload to CALPADS

VERIFY

If no errors or warnings, data is successfully uploaded to CALPADS

If there are errors, an amendment may need to be held to correct them before CALPADS will accept the transaction. Sometimes, these errors are not known until the CALPADS reporting window opens which may be months from when the meeting is held.

