

1.1 CALPADS Data Guide Overview

Purpose of this guide

The purpose of this guide is to prepare local educational agency staff—staff who are responsible for data that are collected and maintained in local systems, such as student information, food service, special education, and human resources systems—for submission of required data into the California Longitudinal Pupil Achievement Data System (CALPADS). This guide will provide LEAs with an understanding of:

- What data must be maintained in local systems.
 - When the data will be needed for submission to CALPADS.
 - How to prepare for each submission.
 - What types of data are expected to be submitted or updated during each submission window.
 - How the submitted data will be used by the state.
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Contents of this guide

This guide includes the following chapters:

- **Chapter 1: Overview**

This chapter contains an overview of:

- This guide.
- CALPADS documents and contacts.
- CALPADS.
- Statewide student and educator identifiers.

- **Chapter 2: Data Groups**

This chapter contains information regarding the collection, maintenance and submission of data by data groups, student, staff, and course.

- **Chapter 3: Program Areas**

This chapter describes how the data are used for specific program areas.

- **Chapter 4: School Types**

This chapter contains information regarding requirements that may be different for specific school types, such as charter schools.

- **Chapter 5: Appendices**

This section contains appendices relevant to the content of this guide.

1.1 CALPADS Data Guide Overview, Continued

Structure of this guide

This guide is structured to meet the needs of different LEA staff, and it is not expected that all staff will need to read the entire document.

Depending on their given roles, LEA staff may focus on different chapters. For example, staff responsible for submitting data to CALPADS may use Chapter 2, which describes the data in “groups” that are aligned with the CALPADS file formats. Program staff responsible for providing specific program data to the LEAs’ local student information systems may focus on relevant sections of Chapter 3: Program Areas. Staff responsible for career technical education (CTE) data may only refer to the section in Chapter 3 entitled Career Technical Education. To support the intent of this guide to accommodate users with different needs, some redundancy of information exists within each chapter, allowing each chapter to stand alone if need be.

Content *not* included

This document does *not* contain:

- Instructions on how to use the CALPADS system (that information is located in the CALPADS User Manual).
- CALPADS file specifications or definitions of data elements (that information is located in the CALPADS File Specifications document).
- CALPADS codes (that information is located in the CALPADS Code Set document).
- Procedures related to the acquisition and maintenance of Statewide Student Identifiers (SSIDs) (that information is located in the SSID Enrollment and Procedures document).

Refer to the *CALPADS Documents* section in this chapter for locations of the above-referenced documents.

2.1 Student Data Overview

Contents

The Student Data section contains the following student data topics:

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Groups of student data

There are six groups of **student** data that LEAs should maintain locally in their own “internal” systems in order to submit to CALPADS. Each group of data is submitted to CALPADS in separate files (the abbreviations next to each group name are the CALPADS file codes):

- **Student Enrollment (SENR)**
This group of data includes student enrollments and exits from public schools and certified non-public non-sectarian schools (NPS).
- **Student Information (SINF)**
This group of data primarily includes demographic information about students, and it also includes residence and address information.
- **Student Program (SPRG)**
This group of data includes students’ eligibilities for or participation in particular programs. The discussion on student program data specifies the programs for which LEAs must report data, as well as whether the LEAs must report eligibility or participation.
- **Student Discipline (SDIS)**
This group of data includes student suspension and expulsion information. It also reflects whether students have been identified as truants.
- **Student Health (SHTH)**
This group of data includes student immunization information. LEAs may choose to submit these data to CALPADS, though submission of these data is not required.
- **Student Waivers (SWAV)**
This group of data includes information related to student requests for California High School Exit Exam (CAHSEE) waivers, and the disposition of those requests.

Lists of the student data elements are provided in the sections that follow. Specific programmatic information related to how the data are used can be found in Chapter 3 of this guide.

2.1 Student Data Overview, Continued

Student data that should be updated in CALPADS on an ongoing basis

LEAs should update the following student data in CALPADS on an **ongoing basis**:

- Student enrollment (includes enrollment and exits).
 - Student information.
 - Student program – eligibility and participation.
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Benefits of updating CALPADS on an ongoing basis

Keeping student enrollment, information, and program data current in CALPADS:

- Makes it easier to select the correct SSIDs for transferring students with current enrollment histories.
 - Ensures that LEAs have access to current data on students transferring to those LEAs' districts, thus helping the LEAs place new students in appropriate programs.
 - Minimizes LEA workload during snapshot collection windows.
 - For example, if LEAs keeps students' English learner acquisition statuses current in CALPADS, then the spring submission will require the LEAs simply to review and certify the English Learner Acquisition Status reports.
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2.1 Student Data Overview, Continued

What reports must LEAs certify and when?

The table below lists the enrollment and exit-related reports that LEAs must certify.

Submis- sion	Census Day	Snapshot Collection Window	Field #	Name of Report
Fall 1	Fall*	Fall Census Day – Mid-December	1.1	Enrollment – Primary Status by Subgroup
			1.6	Graduates and Dropouts by Subgroup
			1.9	Completers and Dropouts – Count

***Fall Census Day** is the first Wednesday in October.

Fall 1 reflects an LEA's enrollment as of Fall Census Day, the first Wednesday in October, and it represents the LEA's official enrollment count for the year. To ensure up-to-date student enrollment data, an LEA must:

- Update student grade levels through the Student Information File (SINF) for the new school year to indicate students who continue to be enrolled in the school.*
- Update other student information and program data that have not previously been submitted.
- Ensure that all students who have left the school have been appropriately exited from CALPADS.
- Obtain SSIDs for new students and must submit required student information and program data.
- Ensure that SSID concurrent enrollment anomalies and multiple identifier anomalies are two percent or less.

*For students whose grade levels are not changing, LEAs should submit student information records that reflect each student's same grade, but a different academic year.

Fall 1 also includes the certification of an LEA's official dropout and graduate counts for the previous year. Refer to Chapter 3 (Program Areas) in this guide for more information on how graduate and dropout counts are calculated.

2.1 Student Data Overview, Continued

What detailed data will LEAs have to help them certify the reports?

LEAs have access to the following supporting reports that provide the detailed data that make up the certification reports:

Field #	Name of Report
1.2	Enrollment – Primary Status Student List
1.3	Enrollment – Primary Status Disaggregated
1.4	Enrollment – State View
1.5	Enrollment by Status – Disaggregated
1.7	Graduates by Subgroup – Student List
1.8	Dropouts by Subgroup – Student List
1.10	Completers and Dropouts – Student List
1.11	Completers and Dropouts – Count Disaggregated
1.12	Dropouts – Count Disaggregated
1.13	Exits – Count Disaggregated
1.14	Dropouts – State View
1.15	Matriculated No Shows – State View
1.16	Matriculated No Shows – Student List

How are enrollment and exit information used by the state?

Student enrollment and exit information are used by the state in various ways. Here are some of the ways the data are used:

- Student enrollment counts are the LEAs' official enrollment counts for the year and are used for multiple enrollment-based funding formulas.
- Student enrollment and exit information are used to determine official counts of graduates, completers, and dropouts, in order to meet state and federal reporting requirements. Refer to Sections 3.7 and 3.8 in this guide for descriptions of which exit and completion codes are counted as dropouts and graduates.
- Student enrollment and exit information are also used with student information and program information for public posting to the CDE's DataQuest, providing basic information about California's schools.
- Eventually, these enrollment records will be used in the calculation of cohort on-time graduation, completer, and dropout rates.

2.1 Student Data Overview, Continued

When do student information data need to be available, and how often should the data be updated?

The student information data should be kept up-to-date on an ongoing basis, because most of the data are used throughout the year for numerous purposes.

LEAs must update student information data if relevant information changes. LEAs must update student grade levels annually.

Best practices for LEAs

LEAs should submit all student information data elements following the enrollments of students with new SSIDs.

LEAs should submit updates to existing student information upon enrolling transferring students, if applicable.

Benefits of updating CALPADS on an ongoing basis

Keeping student information data current in CALPADS:

- Makes it easier to select the correct existing SSIDs for transferring students.
 - Ensures that LEAs have access to current data on students transferring to their districts, thus helping the LEAs place new students in appropriate programs.
 - Helps resolve anomalies.
 - Minimizes workload during submission windows.
 - For example, if LEAs keeps students' English learner acquisition statuses current in CALPADS, then the spring submission will require the LEAs simply to review and certify the English Learner Acquisition Status reports.
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When and how are the data used?

Student information data are used:

- In the fall to report official enrollment, dropout and graduate counts by subgroups and to determine Title III eligible immigrant counts.
 - In the spring for English language acquisition status counts and Title III eligible immigrant counts.
 - At the end of the year to report program participation data by subgroups.
 - At the end of the year to determine Career Technical Education concentrators and completers.
 - Various times throughout the year for pre-identification of state assessments and for the reporting of assessment results in subgroups.
 - Various times throughout the year for direct certification.
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2.2.1 Staff Demographics

Introduction LEAs are required to submit **demographic data on certificated staff** who are actively employed by the LEAs.

Staff demographic data elements The following table lists the specific staff-related demographic data elements that LEAs must submit to CALPADS. Technical staff should refer to the CALPADS File Specifications for a complete list of the data elements required to submit a Staff Demographics File.

Field #	Data Element Public Name	Comment
7.08	Statewide Educator Identifier (SEID)	A SEID is required for the submission of staff demographic data to CALPADS. Records without SEIDs will not be accepted by CALPADS. The CTC is responsible for assigning and maintaining SEIDs. Refer to the CTC Web site for information on SEIDs.
7.09	Local Staff ID	This is the LEA's unique identifier assigned to a given staff member.
7.10-7.12	Staff Legal Name (first, middle, last)	The staff member's legal name (first, middle, last, suffix) should be used.
7.13-7.15	Staff Alias Name (first, middle, last)	An alias name for a staff member may be submitted.
7.16	Staff Birth Date	This element is used to validate the SEID.
7.17	Staff Gender Code	This element is used to validate the SEID.
7.18	Staff Hispanic Ethnicity Indicator	This is a "yes" or "no" response to the question, "Are you Hispanic?" This element reflects new federal requirements regarding how race/ethnicity information is collected.
7.19	Staff Ethnicity Missing Indicator	LEAs are required to report whether staff members' ethnicities are Hispanic. A response of "Y" for this data element indicates that a given staff member's reported ethnicity indicator has been left blank intentionally.
7.20-7.24	Staff Race Code	CALPADS will accept up to five races per staff member. See the CALPADS Code Set, Race Category, for race code values.
7.25	Staff Race Missing Indicator	LEAs are required to report staff members' races. A response of "Y" for this data element indicates that a given staff member's reported race code fields have been left blank intentionally.
7.26	Staff Highest Degree Code	This element represents the highest academic degree a given staff member has earned.

2.2.1 Staff Demographics, Continued

Which LEA staff need to be involved in maintaining course information?

In order to ensure that course data are complete and to avoid any last-minute rework, the following LEA staff should be involved in collecting and maintaining course information in their local systems:

- Staff involved in curriculum development and approval of the courses of study or course catalogs.
- Staff responsible for creating the schedule or master schedules for the school years.
- Staff involved in enrolling students in classes.
- Program staff associated with:
 - Developing curriculum specific to their programs.
 - Monitoring HQT and teacher assignments.
 - Ensuring that English learners receive services.
 - Career Technical Education, including technical preparation courses.
 - California Partnership Academies.
 - Special education.
 - Independent study.
 - Distance learning.
 - Home and hospital.
 - Monitoring class size.

When should these data be updated in local systems?

LEAs should update course data when they are preparing master schedules for the coming school year.

Collecting and updating the required information about courses requires coordination with multiple program staff within the LEAs. LEAs should start reviewing course data information as they are preparing their master schedules for the coming school year.

3.6 Highly Qualified Teachers

Introduction

LEAs are required to submit course information to CALPADS that includes, for each course section, whether teachers who are teaching given courses meet the Highly Qualified Teacher requirements of the federal No Child Left Behind Act. From these submitted data, the CDE creates required NCLB HQT reports.

What data must curriculum and human resources staff provide?

The following data must be provided by curriculum and human resources staff to staff responsible for CALPADS submissions.

For each:	This information must be provided:
Course section	<ul style="list-style-type: none"> Whether the course is an NCLB core course.
NCLB core course section	<ul style="list-style-type: none"> Whether the course is an elementary or secondary-level course. Whether the teacher who is teaching the course section meets the federal HQT requirements.
HQT teacher	<ul style="list-style-type: none"> How the teacher meets the federal HQT requirements.

HQT data elements

The following data elements are used for HQT reports (*submitted in the Course Section File*).

Field #	Data Element Public Name	Comment
9.11	CRS-NCLB Core Course Instructional Level Code	<p>This code indicates whether a given course section is an NCLB core course, and, if it is, whether it is an elementary or secondary-level core course. Specifically, for every course section, an LEA must indicate whether the given course section is one of the following:</p> <ul style="list-style-type: none"> An NCLB elementary core course. An NCLB secondary core course. Not an NCLB core course.
9.16	SEID (Statewide Educator Identifier)	For every course section, LEAs must provide the individual SEIDs for the teachers teaching the given course sections.

When should these data be updated in local systems?

HQT statuses should be reviewed and updated prior to the start of the school year as teacher assignments and classes are being finalized.