

CALPADS Update Flash #137

Date: June 18, 2018

To: Local Educational Agency Representatives

From: California Department of Education – CALPADS Team



Purging of Former Foster Youth Report

Per an agreement with the California Department of Social Services (CDSS), report 5.9 - *Former Foster Youth – Student List* only includes students who ceased being a foster youth in the current academic year. The *Former Foster Youth* report does not span academic years. As a reminder, after the weekly upload on July 6, 2018, the report will be refreshed and will begin to show only students changing foster status in the 2018–19 academic year. If there is a need to keep historical records of the former foster youth in the 2017–18 academic year, you must download report 5.9 as a csv file or save a copy of the report before the 2017–18 information is removed.

Preparing for Direct Certification Counts During July and August

Local educational agencies (LEAs) should download the Direct Certification results prior to July 3, 2018 if they have a need to track the students who were directly certified by CALPADS in 2017–18. LEAs are also reminded that, as they exit their students at the end of the academic year in CALPADS, all students exited with a Student Exit Reason Code of anything other than an *E155 – Year End Enrollment Exit* will not be sent over for direct certification matching until subsequent enrollment records for the new academic year are received in CALPADS. This means that your direct certification counts could be significantly lower than expected until subsequent enrollments are submitted to CALPADS.

This will most significantly affect any schools serving grades K–6 that choose to exit their students with *Student Exit Reason Code E450 – Pre-K–6 Exit*, because these students are not sent over for direct certification matching; only students with a Student Exit Reason Code of *E155* continue to be sent over for matching since it is expected that they will return. It is recommended that all enrollments for the new academic year be submitted to CALPADS *prior* to August 1, 2018 so that these students can be matched for the August direct certification extract.

End-of-Year (EOY) Submission Window Reminder and Tips

The 2017–18 End-of-Year (EOY) initial submission deadline is Tuesday, July 31, 2018. Local educational agencies (LEAs) are expected to certify all EOY submissions that are displayed on the certification screen, even if the counts are zero (e.g., a K–8 elementary LEA that does not offer departmentalized courses should still certify EOY 1). Please review certification reports carefully, since there are very few fatal certification errors to check regarding whether data are complete.

The following suggested dates will help keep LEAs on track to certify on time. Be sure to adjust the dates if schools or offices close earlier for the summer.

- Now – Complete Student Information System (SIS) data population.
- Now – Upload files and correct errors or discrepancies as needed.
- June 29 – Review certification reports, correct errors, and fix discrepancies.
- July 13 – Distribute reports for review and approval.
- July 31 – Certify.

Guidance for Reporting Students Who Elect to Identify with a Gender of “Non-Binary”

Per Senate Bill 179 (Chapter 853, Statutes of 2017): Beginning September 1, 2018, the bill authorizes persons to change their gender on birth certificates to be female, male, or nonbinary; beginning January 2, 2019, the bill requires an application for an original or a renewal of a driver’s license to provide applicants the opportunity to choose a gender of female, male, or *nonbinary*. Therefore, LEAs will now be required, potentially as early as September 1, 2018, to capture the new “nonbinary” gender code in their student information systems.

CALPADS will not be able to accommodate the new “nonbinary” gender code until the 2019–20 academic year because it will require modification to nearly every process and report in CALPADS that captures or uses gender code. This means that for the 2018–19 academic year, LEAs can only submit values of M – Male or F – Female to CALPADS. Therefore, LEAs should ensure that there is local agreement on which gender to report for a student who has elected to identify themselves with the “nonbinary” gender.

New Completion Indicators to Capture Work-based Learning and Certification Data for the Career and College Readiness Indicator

In an effort to incorporate additional career-based measures in the Career and College Readiness Indicator (CCI), the following new Work-based Learning and Certification Completion Indicators (listed in the table below) will be collected in CALPADS beginning with the 2018–19 academic year.

The new Work-based Learning and Certification Completion Indicators will be added to the Student Enrollment (SENR) file in May 2019, to be used for students who have completed one or more of these programs during any grades nine through 12. Completion of the new work-based learning and certification programs may be incorporated in the CCI for the Fall 2019 California School Dashboard. Note that some of the work-based learning and/or certification programs apply only to students with disabilities or will only be used for the Dashboard Alternative School Status (DASS).

It is likely that many of these work-based learning and certification programs are not currently being tracked or captured in local Student Information Systems (SIS); therefore, LEAs should work with their SIS vendors to ensure that the vendors understand the appropriate method for reporting these new indicators.

Work-Based Learning and Certification Completer Indicators

NOTE: The Field #s have not been determined, but will be added to the end of the Student Enrollment (SENR) record layout. "1.XX" is used as a placeholder until the actual field number is determined.

Field #	Public Name	Field Type	Max Len	Definition
1.XX	Workforce Readiness (Strategic Skills) Certificate Program Completion Indicator	CS	1	<p>An indication of whether or not a student successfully completed a certificate program that is recognized by business and/or industry at the local, state, or national level, such as the National Career Readiness Certificate (i.e., Work Keys), Work Force Development Certificates, National Occupational Competency Testing Institute (NOCTI), Precision, etc. A "Y" would indicate that the student has successfully completed the program; an "N" would indicate that the student did not successfully complete the program.</p> <p><i>Note: Indicator for DASS only.</i></p>

Field #	Public Name	Field Type	Max Len	Definition
1.XX	Food Handler Certification Program Completion Indicator	CS	1	An indication of whether or not a student successfully completed a certificate program for entry-level professionals in the food service industry, such as servers, chefs, cooks, cashiers, and even convenience store clerks. The Food Handler Certificate requires the learner to complete a brief 2-hour training course covering basic food safety principles. At the conclusion of the course, the learner will be tested on their knowledge of the content and learning outcomes. Upon successfully passing the exam, the learner will be issued a Food Handler's Certificate document (or card). A "Y" would indicate that the student has successfully completed the program; an "N" would indicate that the student did not successfully complete the program.
1.XX	Pre-Apprenticeship Certification Program Completion Indicator	CS	1	An indication of whether or not a student successfully completed a program where students earn industry certificates that are recognized and certified by business and/or industry at the local, state, or national level. It may be an assessment, examination, or a license that is administered and recognized by an industry third-party or governing board. A "Y" would indicate that the student has successfully completed the program; an "N" would indicate that the student did not successfully complete the program.
1.XX	Pre-Apprenticeship Program (non-certified) Completion Indicator	CS	1	An indication of whether or not a student successfully completed a program where students earn industry certificates that are recognized, but not certified, by business and/or industry at the local, state, or national level. It may be an assessment, examination or a license that is administered and recognized by an industry third-party or governing board. A "Y" would indicate that the student has successfully completed the program; an "N" would indicate that the student did not successfully complete the program.

Field #	Public Name	Field Type	Max Len	Definition
1.XX	State or Federal Job Program Completion Indicator	CS	1	<p>An indication of whether or not a student successfully completed any programs administered at schools with the Dashboard Alternative School Status (DASS) at the federal level such as Job Corps, Workforce Innovation and Opportunity Act (WIOA), YouthBuild; or state level programs such as California Conservation Corps or Regional Occupational Center Programs.</p> <p>A “Y” would indicate that the student has successfully completed the program; an “N” would indicate that the student did not successfully complete the program.</p> <p><i>Note: Indicator for DASS only.</i></p>
1.XX	WorkAbility I Work-Based Learning Program Completion Indicator	CS	1	<p>An indication of whether or not a student successfully completed a minimum of 120 hours of a program for students with disabilities on an individualized education program (IEP) that offers students work-based learning experiences that develop knowledge and job skills, in compliance with the Fair Labor Standards Act (FLSA) requirements. For example:</p> <ul style="list-style-type: none"> • Student wages for try-out employment • Placement in Workability I subsidized competitive integrated employment • Employment—unsubsidized competitive integrated employment • Apprenticeship • Internships (paid or unpaid) • Community based vocational instruction <p>A “Y” would indicate that the student has successfully completed the program; an “N” would indicate that the student did not successfully complete the program.</p> <p><i>Note: Indicator for students with disabilities only.</i></p>

Field #	Public Name	Field Type	Max Len	Definition
1.XX	Transition Partnership Program Work-based Learning Completion Indicator	CS	1	<p>An indication of whether or not a student successfully completed a minimum of 120 hours of a program for students with disabilities on an individualized education program (IEP) administered by the California Department of Rehabilitation Student Services that offers work-based learning experiences. This may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships, for example</p> <ul style="list-style-type: none"> • Student wages for try-out employment • Placement in subsidized competitive integrated employment • Employment—unsubsidized competitive integrated employment • Apprenticeship • Internships (paid or unpaid) • Community based vocational instruction <p>A “Y” would indicate that the student has successfully completed the program, an “N” would indicate that the student did not successfully complete the program.</p> <p><i>Note: Indicator for students with disabilities only.</i></p>

It was announced previously that additional CALPADS course codes would be added in 2018–19 to capture the gain of certain knowledge and competencies by students with disabilities. However, based on further analysis and input from the field, this information will NOT be collected as courses in 2018–19. Instead, for the 2018–19 academic year, the California Department of Education (CDE) is discussing collecting supplemental information on students who are reported in the California Special Education Management Information System (CASEMIS) as receiving services through the WorkAbility I, Department of Rehabilitation Student Services, and Transition Partnership Programs. More information about this supplemental data collection will be in a future communication from the Special Education Division to the Special Education Local Plan Area (SELPA) directors. In 2019–20, this data collection will be part of the CASEMIS to CALPADS transition.

Reporting Disciplinary Removals to an Interim Alternative Setting

A **removal to an interim alternative setting** is an instance in which school personnel or a hearing officer (not the Individualized Education Program [IEP] team) order the removal of a child with disabilities from his/her current educational placement for drug or

weapon offenses, or serious bodily injury, to an appropriate interim alternative education setting for not more than 45 school days.

An **interim alternative education setting** is an appropriate setting that enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set in the Individualized Education Program (IEP). As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur. The IEP team is responsible for determining the interim alternative education setting.

When populating this field, please be mindful of the following:

- These removals are RARE. Most LEAs will have no more than five interim removals in an academic year.
- This field is only required for special education students and should **not** be populated for non-special education students.

Most special education data systems capture these removals in a specific field. Always talk to your LEA's special education data coordinator to identify which students have been removed to an interim alternative setting.