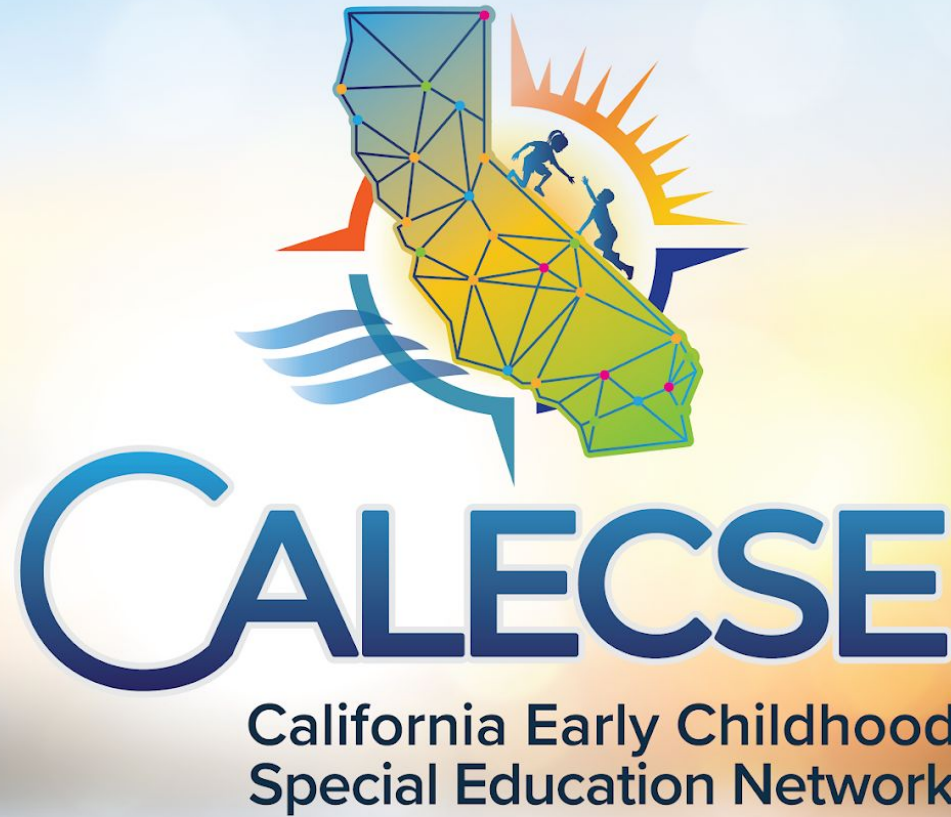




**California Longitudinal Pupil Achievement Data System
(CALPADS) for Students in Grades
Infants through Prekindergarten**

September 24, 2024
3:00-4:00 p.m.

CALPADS for Students: Infants through Prekindergarten



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Goals for this session

- Highlight the impacts of California Longitudinal Pupil Achievement Data System (CALPADS) reporting on federal and state reporting
- Introduce CALPADS reporting requirements that relate to students who are infants or preschoolers
- Provide strategies to address the most common CALPADS errors and warnings when reporting data for students who are infants or preschoolers



Impacts on Federal & State Reporting

Preschool LRE (Indicator 6)

- State Performance Plan Indicators utilize three components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE). This data comes from Fall 1.

Indicator	Preschool Program Setting	2024 Target
6a: Regular Setting	Regular Early Childhood Program	45% or more
6b: Separate Setting	- Separate Class - Separate School - Residential Facility	27% or less
6c: Home Setting	Home	3.5% or less

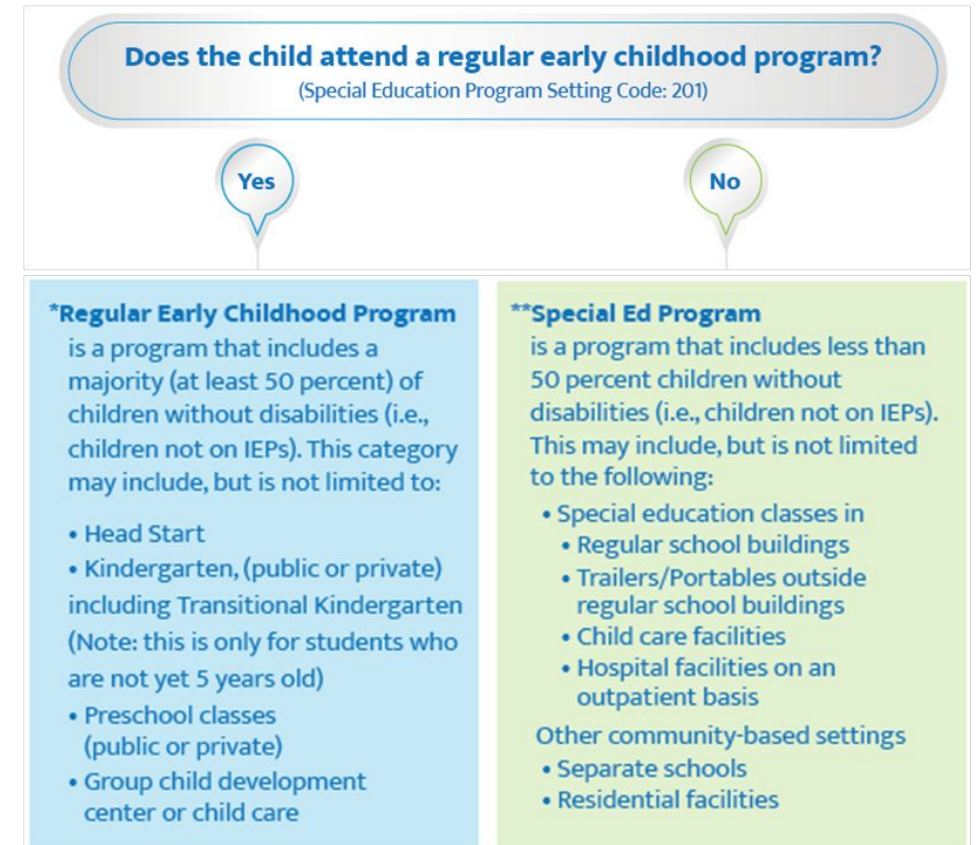
Videos summarizing this indicator are available from the System Improvement Leads as follows: Indicator 6a video is located at <https://vimeo.com/790973971>, Indicator 6b video is located at <https://vimeo.com/790977171>, and Indicator 6c video is located at <https://vimeo.com/790977171>.

For more information on Indicator 6 access: CalECSE [Presentation](#) at <https://drive.google.com/drive/folders/1wgNyV1F9YW8fBP0j-9BC5olerx9wNLve?usp=sharing> & [Video](#) at <https://player.vimeo.com/video/861368913>



Preschool LRE (Indicator 6)

- Preschool LRE field: **Preschool Program Setting (3-5 year-old Preschool and 4 year-old in Transitional Kindergarten (TK)/Kindergarten (K)**
- Increasing **Regular Early Childhood Program** numbers and decreasing **Separate Class** numbers is the only way to improve this indicator.
 - Add Gen Ed peers to special day classes
 - Consider all regular early childhood opportunities for each student, not just those provided by your local educational agency (LEA)
- Numbers for Preschool Program Setting of **Service Provider Location** are included in the total number of students with disabilities for calculations. Changes to this number do impact indicators 6a and 6b, but have less of an impact than changes to **Regular Early Childhood Program** or **Separate Class** numbers.



For more information from [HQ IEP's website](http://www.highqualityieps.net/) (<http://www.highqualityieps.net/>) on the [full decision tree](https://highqualityieps.net/uploads/blogs/files/1682358326_DecisionTreeForReportingECP_final.pdf), visit https://highqualityieps.net/uploads/blogs/files/1682358326_DecisionTreeForReportingECP_final.pdf

Preschool Outcomes (Indicator 7)

- [Indicator 7a](https://vimeo.com/792342370) measures the percent of students with disabilities who demonstrate **improvement in positive social/emotional skills**, including social relationships. <https://vimeo.com/792342370>
- [Indicator 7b](https://vimeo.com/795745946) measures the **acquisition and use of knowledge and skills**, including early language/communication and early literacy. <https://vimeo.com/795745946>
- [Indicator 7c](https://vimeo.com/792349133) measures student **use of appropriate behaviors** to meet their needs. <https://vimeo.com/792349133>

This data comes from the Desired Results Developmental Profile (DRDP), not CALPADS.

For more information on Indicator 7 access the Desired Results Access Project Outcomes website at <https://draccessoutcomes.org/>



Early Childhood Transition (Indicator 12)

- Indicator 12 is a compliance indicator that measures the percent of children **referred by the infant program (Individuals with Disability Education Act, or IDEA, Part C) prior to age three**, who are found eligible for school-age special education services (IDEA Part B), and **who have an individualized education program (IEP) developed and implemented by their third birthday**.
- Indicator 12 is a compliance indicator. IDEA requires that **100% of students** referred by the infant program (IDEA Part C) prior to age three, who are found eligible for school-age special education services (IDEA Part B) must have an IEP developed and implemented by their third birthday.
- This data comes from End of Year (EOY) 4 CALPADS reporting.



For more information on Indicator 12 access the System Improvement Lead (SIL) video at <https://vimeo.com/795747972>

Low Incidence Funding

- Special Education Local Plan Areas (SELPA) receive Low Incidence Funding based on the Fall 1 counts of students' primary and secondary disabilities.
- Low Incidence Disabilities:
 - Hard of Hearing (HH)
 - Deafness (DEAF)
 - Visual Impairment (VI)
 - Orthopedic Impairment (OI)
 - Deaf-Blindness (DB)

For more information visit <https://www.cde.ca.gov/fg/fo/profile.asp?id=2299>



Meeting Infant Funded Capacity

- LEAs who receive Infant Funding Units are required to meet their funded capacity.
- To calculate funded capacity, an LEA multiplies the number of units by the minimum loading standard from the table below.
- For example, if an LEA has 10 SDC units by the minimum loading standard for SDC, which is 12. $10 \times 12 = 120$. An LEA needs to report 120 infants in Fall 1.

Minimum Loading Standard	Classroom Setting
12	Special Day Class (SDC)
24	Resource Specialist Programs (RSP)
12	Unduplicated for DIS
39	Duplicated for DIS

For more information on funded capacity of J-50 units, visit <https://www.cde.ca.gov/fg/sf/ip/infantdescrip.asp>



Infant Reallocation & Growth Data Report

- Each year, the annual Infant Reallocation and Growth Data report is released. Information on the data used for this report is available at <https://www.cde.ca.gov/fg/sf/ip/infantdescrip.asp>
- **Sparsity Status – Section (1)**
 - Line (1) displays sparsity eligibility. Per California *Education Code (EC)* Section 56432(g), sparsely-impacted special education local plan areas (SELPA) may submit waivers to request exemption from the release of units. If the California Department of Education (CDE) has on record that a SELPA qualified as sparse in fiscal year 2020–21, a "Yes" is listed on Line (1). Otherwise, a "No" is indicated.
- **Infant Pupil Count – Section (2)**
 - Lines 2(a)–(e) display your SELPA's prior year infant pupil count for each of the instructional settings as reported through the California Longitudinal Pupil Achievement Data System (CALPADS).

For more information on searches that can be used to audit, visit

https://docs.google.com/document/d/1lqLKKgMVHMAvplzekYKKMAIs7SYk083_I5knxHHOnwE/edit?usp=sharing



CALPADS Reporting Requirements

Reporting Infants and Preschoolers

- Statewide Student Identifiers (SSIDs) and enrollment records for infant or preschool-age students are required once parental consent for evaluation is obtained.
- These enrollments represent the LEA's responsibility for evaluating, and if eligible, for providing special education instruction and related services.
- The enrollment start date should reflect the parental consent date.

For more information, access <https://documentation.calpads.org/OnlineMaintenance/StudentDataMaintenance/RequestingSSID/> and [reporting students with disabilities](https://www.cde.ca.gov/ds/sp/cl/swdreporting.asp) documentation at <https://www.cde.ca.gov/ds/sp/cl/swdreporting.asp>.



How should infants and preschoolers be enrolled?

Grade Level	Age	Enrollment Status	Enrollment Start Date	School of Enrollment
IN - Infant	Zero to 36 months*	50 - Non-ADA Enrollment	Date of parental consent for Part C initial Evaluation	District-level enrollment
PS - Preschool	Three to five years in public preschool (served on IEP)	10 - Primary	Student's third birthday or date of parental consent for evaluation, whichever comes later	Private preschool or no specific preschool CDE code: District-level enrollment. Preschool with specific CDS code: Enroll at preschool.
PS - Preschool	Three <u>to five years in private preschool</u> (served on individual service plan (ISP))	50 - Non-ADA Enrollment	Student's third birthday or date of parental consent for evaluation, whichever comes later	School 0000002 (Private School Group)

For CDE guidance on equitable services for students three to five years old in private preschool visit <https://www.cde.ca.gov/sp/se/as/ideaeqservices.asp>. *Note: this is guidance related to CALPADS and refers to 36 months, which includes the day of the third birthday. up to the third birthday, and differs from SED issued guidance that refers to 35 months, which includes up to the day of the third birthday.

For more information, access [https://documentation.calpads.org/OnlineMaintenance/StudentDataMaintenance/RequestingSSID/](https://documentation.calpads.org/OnlineMaintenance/StudentDataMaintenance/RequestingSSID/reporting%20students%20with%20disabilities) and [reporting students with disabilities](https://documentation.calpads.org/OnlineMaintenance/StudentDataMaintenance/RequestingSSID/reporting%20students%20with%20disabilities) documentation at <https://www.cde.ca.gov/ds/sp/cl/swdreporting.asp>.



What information is required in CALPADS?

To Create an SSID Enrollment (SENR) file:

- Student Legal First Name
- Student Legal Last Name
- Gender Code
- Student Birth Date
- Reporting LEA
- School of Attendance
- Academic Year
- Local Student ID
- Enrollment Status Code
- Enrollment Start Date
- Grade Level
- Birth Country (*Not required for Enrollment Status 50**)
- Birth State (*Required for US, Mexico, Canada*)

*Enrollment Status 50=Non-ADA Enrollment

What information is required in CALPADS?

Student Information File (SINF):

- Student Race
- Student Ethnicity
- Residential Address
- Parent/Guardian Name(s)
- Parent Highest Education Level (*Not required for Enrollment Status 50**)

*Enrollment Status 50=Non-ADA Enrollment

What information is required in CALPADS?

Special Education Files:

- **Status**
 - Eligible and Participating
 - Eligible and Not Enrolled
 - Eligible and Not Participating
 - Not Eligible
- **Meeting**
 - When were the statutory meetings (initials, plan reviews, reevaluations) held?
- **Plan & Services**
 - Eligible and Participating students only
 - When did the current plan begin?
 - What is the student's program setting and LRE participation?
 - What are the student's qualifying disabilities and degree of support needed?
 - What services does the student receive?

Strategies on Common Issues

Common Issues

- Enrolling infants and preschoolers
- Late Referrals from Part C to Part B
- When do you enter the student in Special Education Data System (SEDS)?
- What if they don't access preschool services?
- Transition from Part C to B
- What if one LEA handles infants and another handles preschoolers?
- Service Code 350 (Individual/Small Group Instruction)
- Ensuring Meeting Funded Capacity
- 200 Service Codes

Enrolling Infants & Preschoolers ([CALPADS Flash #276](#))

Under the Individuals with Disabilities Education Act (IDEA) Part B Program, local educational agencies (LEA) are required to evaluate students for special education services no more than 60 days after parental consent for evaluation is obtained. Although a statewide student identifier (SSID) is required to submit the required special education files from the special education data system (SEDS) to CALPADS, the ability to obtain an SSID for a student should ***never*** impede the evaluation of a child or student with disabilities. **LEAs should conduct the evaluation even if an SSID has not been obtained at the time of the evaluation.**

Because the SSID is required to submit special education data to CALPADS, it will be necessary to eventually obtain an SSID through the creation of an enrollment in CALPADS. When creating these enrollments in the local student information system (SIS), certain SIS vendors may require the full demographic profile of a student to create the enrollment. However, often the necessary information to complete the full demographic profile has not or cannot be obtained from the parents of the student being evaluated.

For CALPADS Flash #276 go to <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf/flash276.asp>



Enrolling Infants & Preschoolers ([CALPADS Flash #276](#))

Therefore, the CDE Special Education Division would like to make the following recommendations:

...In cases where it is not possible to obtain all necessary demographic data, have parents/guardians complete a paper form as part of the evaluation process that minimally collects the following information:

- Student Legal First Name
- Student Legal Last Name
- Student Birth Date
- Student Gender
- Student Hispanic Ethnicity Indicator
- Student Race(s)
- Parent/Guardian Highest Education Level (for both parents/guardians if more than one)

Provide the information obtained through the evaluation process to the SIS coordinator to obtain the SSID and enrollment in CALPADS.

For CALPADS Flash #276 go to <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfash276.asp>



Enrolling Infants & Preschoolers ([CALPADS Flash #276](#))

...If only a partial demographic profile is available and some of the required student demographic information is not available, obtain an SSID through the CALPADS Online Maintenance tool using the **minimum data** required to obtain an SSID which includes the following fields:

- 1.04 – Reporting LEA
- 1.05 – School of Attendance
- 1.06 – School of Attendance Nonpublic School (NPS), (only if student is enrolled at an NPS School)
- 1.07 – Academic Year
- 1.09 – Local Student ID (district identifier assigned by student information system)
- 1.10 – Student Legal First Name
- 1.12 – Student Legal Last Name
- 1.17 – Student Birth Date
- 1.18 – Student Gender Code
- 1.22 – Enrollment Start Date
- 1.23 – Enrollment Status Code
- 1.24 – Grade Level Code

For CALPADS Flash # 276 go to <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfash276.asp>



Enrolling Infants & Preschoolers ([CALPADS Flash #276](#))

For students missing demographic information, continue working with special education data coordinators to obtain the remaining demographic information required for creating the enrollment, and upload that data to CALPADS when obtained

OR

For students for whom **the full profile cannot be obtained**, upload the available demographic data to CALPADS, and for any missing data, upload the following values indicating the data are missing or unknown:

- 2.22 Student Birth Country Code = UU – *Unknown*
- 2.24 Student Ethnicity Missing Indicator = Y
- 2.30 Student Race Missing Indicator = Y
- 2.38 Parent Guardian 1 Highest Education Level Code = U – *Unknown*
- 2.50 Parent Guardian 2 Highest Education Level Code = U – *Unknown*

For CALPADS Flash # 276 go to <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash276.asp>



Enrolling Infants - Sample Practice

- **Initial Part C Assessment:** They are enrolled at district level school, noting no ADA/attendance collected
- **Dually served by Regional Center:** They are immediately enrolled in SEDS, even prior to receiving documents listed below.
- If students qualify under Part B, enrollment is transferred to the school of attendance unless they are speech only.
 - Speech-only students remain enrolled at the district level school.
 - Parents do not have to re-enroll if transitioning from assessment or Early Start.
 - They do have to reenroll when exiting pre-k and entering TK or K.

Enrolling Preschoolers - Sample Practice

- **Initial Part B Eligibility (preschool).**
 - For students qualify under Part B, the LEA transfers the enrollment to the school of attendance unless they are speech only.
 - Speech-only students remain enrolled at the district level school.
 - Parents do not have to re-enroll if transitioning from assessment or Early Start.
 - They do have to reenroll when exiting pre-k and entering TK or K.

Delay Codes for Initial Part B Eligibility

10	Delay in Parental Consent	The initial evaluation of a child transitioning from Part C to Part B was not held prior to the child's third birthday because the parent/guardian failed to provide consent for the Part B initial evaluation prior to the child's third birthday; or a re-evaluation was delayed or not held because the parent did not consent to a re-evaluation. 34 CFR 300.303(b)(2)
20	Parent Did Not Make Themselves or Child Available	An annual plan review, initial evaluation or re-evaluation meeting was delayed because the parent or guardian was contacted repeatedly and did not make themselves or the child available for the annual plan review, re-evaluation, or an initial evaluation. A re-evaluation or annual plan review for a student with disabilities 18 years or greater was delayed because the student refused to make him or herself available for the IEP process (e.g., repeated no-shows, cancellations, and rescheduling). 34 CFR 300.301(d)
40	School Break	The Part B Initial evaluation meeting for students ages three to 21 (inclusive) was delayed because the 60-day timeline or student's third birthday (if child is transitioning from Part C to Part B) fell over an official school break of more than five days.

To access the CALPADS Valid Code Combination visit <https://www.cde.ca.gov/ds/sp/cl/documents/validcodesv160-20240701.xlsx>.

To access CALPADS delay code sets visit <https://www.cde.ca.gov/ds/sp/cl/documents/codesetsv160-20240701.xlsx>.



Delay Codes for Initial Part B Eligibility

50	Transfer	A transfer delayed the initial evaluation, re-evaluation, or annual plan review meeting due to any of the following circumstances - The meeting was delayed because the student: - Transferred out of the prior school before the meeting could occur. - Transferred in and the meeting was already overdue at the prior LEA. - Transferred in after having a gap in school enrollment. - Student went to private school and did not have an ISP, then returned to public school with an overdue IEP.
60	School Emergency or Temporary School Closure	The initial evaluation, re-evaluation, or annual plan review meeting was delayed indefinitely due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), emergency maintenance or repairs, or other emergency situations where the students and staff must be evacuated and may result in temporary school closure. (Q and A Part B Service Provision (PDF) (ed.gov))
70	Student Emergency	The initial evaluation, re-evaluation, or annual plan review meeting was delayed because of a student's family's personal emergency, such as hospitalization or critical illness of the student or a family member, student or parent incarceration or detention, the family's house burned down, or other emergencies involving the student and/or their family that are not identified in other reasons for the delayed meeting.

To access the CALPADS Valid Code Combination visit <https://www.cde.ca.gov/ds/sp/cl/documents/validcodesv160-20240701.xlsx>.

To access CALPADS delay code sets visit <https://www.cde.ca.gov/ds/sp/cl/documents/codesetsv160-20240701.xlsx>.



Delay Codes for Initial Part B Eligibility

75	Temporary School Closure	The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs.
80	Due Process / Settlement Agreement	The initial evaluation, re-evaluation, or annual plan review meeting was delayed or not held due to legal proceedings involving the child/student and/or parents/guardians and the local educational agency.
85	Did not pass hearing and/or vision screening	The initial evaluation or re-evaluation meeting was delayed because the student did not pass their hearing and/or vision screening.
90	Late Without Cause	The initial evaluation, re-evaluation, or annual plan review meeting was delayed without cause, including, but not limited to, staff member absences, or annual or reevaluation deadlines that fell over scheduled school breaks that were not held on or prior to the due date.

To access the CALPADS Valid Code Combination visit <https://www.cde.ca.gov/ds/sp/cl/documents/validcodesv160-20240701.xlsx>.

To access CALPADS delay code sets visit <https://www.cde.ca.gov/ds/sp/cl/documents/codesetsv160-20240701.xlsx>.



When do you enter the student in Special Education Data System (SEDS)?

	Pros:	Cons:
Option 1: When parents request assessment (Referral Date)	• Assessment plan can be generated in SEDS	• Student list must be reviewed consistently to remove students where consent to assess has not been received.
Option 2: When parents sign assessment plan (Parental Consent Date)	• Students in SEDS are an accurate list of students being assessed.	• Assessment plans must be created on paper or outside of SEDS

What if they don't access preschool services?

- If the parent consents to the IEP but then does not bring the child to access services, a SWDS status can be submitted to show that student is not currently receiving services.
 - **Status:** 2: Eligible and Not Participating
 - **Non-Participation Reason:** 29 - Eligible - Cessation of Services without Revocation.
(Definition: The parent/guardian or student (if 18 years or older) has voluntarily elected to cease special education instruction and services but has NOT provided written revocation of consent for special education instruction and services. The student is eligible, but is not participating at this time.)

Transition from Part C to B

- Infant (IDEA Part C) to preschool (IDEA Part B)
 - Assessment is required to guide development of an IEP
 - Completely new plan (IEP) required
 - IFSP eligibility ends on third birthday
 - IEP eligibility starts on third birthday
- Initial IEP meeting should be held by the student's third birthday.

What if one LEA handles infants and another handles preschoolers?

- Determine with both LEAs how to handle the SEDS record. Should a duplicate record be created by the preschool LEA to start the assessment process?

Age	Enrollment Status	Enrollment Start Date	Grade Level	School of Enrollment
Zero to 35 months*	50 – Non-ADA Enrollment	Date of parental consent for Part C initial evaluation	IN - Infant	District-level enrollment
Three to five years, preschool (public or private, <i>served on IFSP by another LEA at the time of initial evaluation</i>)	10 - Primary	Date of child's third birthday	PS - Preschool	Private preschool or no specific preschool CDS Code - District-level enrollment Preschool with specific CDS code – Enroll at preschool

*Note: this is guidance related to SEDS and refers to 35 months up to the third birthday, and differs from CDE issued guidance that refers to 36 months, which includes the day of the third birthday.

Individual & Small Group Instruction (Service Code 350)

- **CALPADS code 350:** Instruction delivered one-to-one in a small group as specified in an IEP enabling the individual(s) to participate in an IEP enabling the individuals(s) to participate effectively in the total school program (30 EC 56441.2, 5 CCR 305.1) (Ages 3 through 5 only)
- **Education Code 56441.2** An early education program for individuals with exceptional needs between the ages of three and five, inclusive, shall include specially designed services to meet the unique needs of preschool children and their families. To meet this purpose, the program focus is on the young child and his or her family and shall include both individual and small group services which shall be available in a variety of typical age-appropriate environments for young children, including the home, and shall include opportunities for active parent involvement.
- **5 CCR 305.1** does not exist

Individual & Small Group Instruction (Service Code 350)

- Review your local practices on the use of Individual and Small Group Instruction
- Ensure staff are all on the same page in understanding what this means within your LEA
- Ensure staff are implementing it with consistency and that parents have the understanding so that they may provide informed consent.

Auditing Funded Capacity

140 - Parent or Legal Guardian and/or Homeless

Infant Regional Center Services Eligibility Indicator
☐ Yes ☒ No

Program Setting (For ages 0-2 only with Plan Type 150 IFSP)
----Select One----

SPECIAL EDUCATION AND RELATED SERVICES
[Expand/Collapse All](#)

Infant Setting
----Select One----

100 - Designated Instruction Services (DIS)
200 - Resource Specialist Program (RSP)
300 - Special Day Class (SDC)

Column Options

Type of Report
Student report (Add columns to show)

Select Columns for Report
☒ Date of Birth ☒ Case Manager ☒ School of Attendance ☒ Infant Program Type

Criteria

Student Exited ☒ equals ☐ Yes ☒ No
☐ Exclude Criteria

Grade Level ☒ is in
☒ 16 Infant
☐ Exclude Criteria

Plan Type (Edu Plan for SpEd Svcs) ☒ is in
☒ 150 Individual Family Service Plan (IFSP)
☐ Exclude Criteria

[+ Add](#) [Edit](#) [Search](#)

The Infant Settings should match the unit types the LEA has

For more detailed information on auditing for Funded Capacity visit
https://docs.google.com/document/d/1lqLKKgMVHMAvplzekYKKMAIs7SYk083_I5knxHHOnwE/edit?usp=sharing

CALPADS Service Codes

- CALPADS service codes are grouped by Service Category:
 - 200s = Infant Services
 - 300s = Instructional Services
 - 400s = Occupational and Physical Services
 - 500s = Social, Behavioral and Psychological Services
 - 600s = Low Incident Services
 - 700s = Visual and Hearing Services
 - 800s = Transition Services
 - 900s = Other Services

200 Series Service Codes

Code	Name	Description
210	Family Training, Counseling, and Home Visits	This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.
220	Medical Services	Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.
230	Nutrition Services	These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.
240	Service Coordination	This service includes the coordination of special
250	Special Instruction	Special instruction includes: the design of learning developmental areas, including cognitive processes, materials, and time and space, that leads to achievement; providing information, skills, and support related to enhance development.
260	Special Education Aide	Paraprofessionals that provide instructional support, which may include the following special education services: (1) assist with classroom management, such as organizing instructional and other materials (2) conduct parental involvement activities (3) act as a translator (4) provide instructional support services under the direct supervision of a teacher

These codes should only be used for students on an IFSP



CALECSE

California Early Childhood
Special Education Network