



THE  
**EL DORADO** SELPAs  
*Data Update*



# November 2022 Data Newsletter

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## Important Updates

**Fall 1 Update-**The LEA approval button for Fall 1 certification will remain disabled until all Data Discrepancies (DDs) and Certification Data Discrepancies (CDDs) are released. These reports are expected to be available by early November.

**Attention District Level Users-** Please be a good neighbor and release the Transfers Out (record requests in SEIS) within 48 hours of receipt. If you are unable to transfer the record due to unaffirmed meetings or enrollment issues, please use the messaging in SEIS to alert the requesting LEA of your delay.

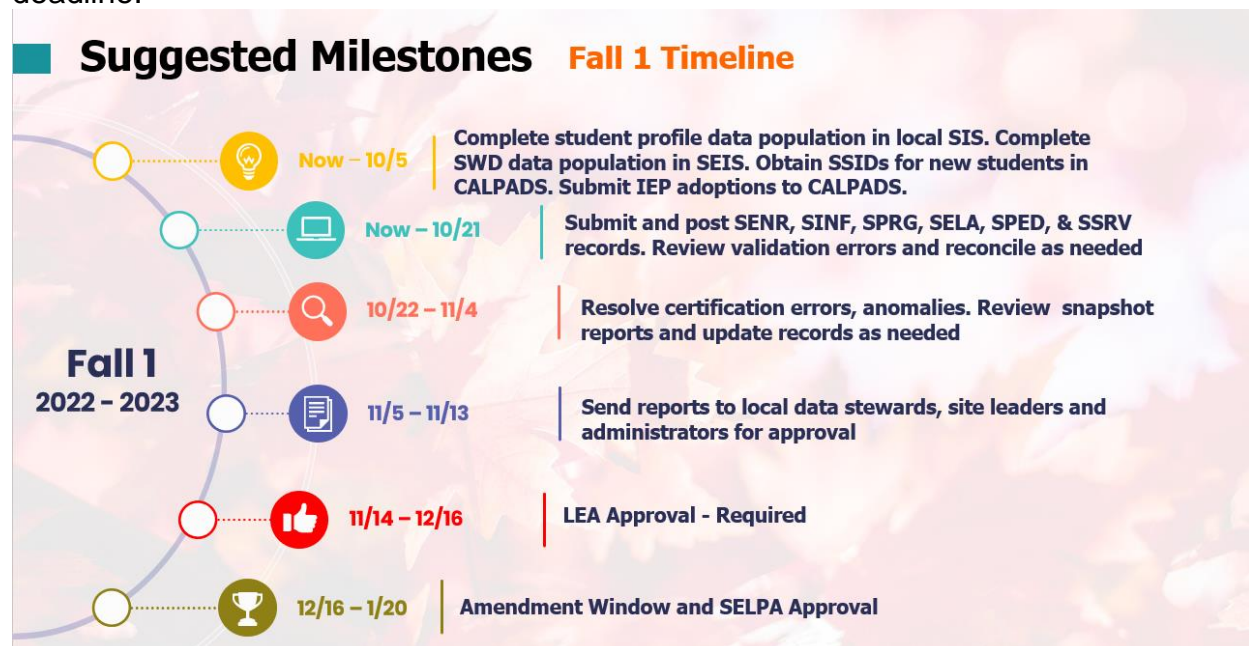
## SEIS Update 8.18.2022

- Student Record: *New Exit Reason*
- A new CALPADS reportable Exit Reason has been added:
  - Exited SpEd Out-of-State-**Code 85**
  - The purpose of this exit reason is to document the instance where a student was eligible and receiving services in California, moved out of state, and while out of state the student was exited from Special Education.
  - When the student returns to California as an exited SpEd student, the district will exit the student in SEIS using the student enrollment date in the district as the Exit Date and the Exit Reason will be code 85- Exited SPED Out-of-State. This will be reported to CALPADS.

## Timelines and Due Dates

### Fall 1 Certification

The Fall 1 submission window opened on October 5, 2022. Please review the CALPADS suggested milestones below. It is recommended that you review your CERT errors and warnings now and submit all transactions. Please note that some transactions to clear CERT 132 errors may result in additional CERT errors- please leave ample time to make additional corrections as needed prior to the approval deadline.



## Did You Know...

The California Department of Education, Special Education Division, will soon release a policy regarding children with IEPs in Transitional Kindergarten. The DRAccess Project (which is the technical assistance provider responsible for the DRDP) anticipates that this policy will read as follows:

### **Using the DRDP for Children with IEPs in Transitional Kindergarten**

Beginning fall 2022, the California Department of Education, Special Education Division, is requiring the completion of the Desired Results Developmental Profile ([DRDP \(2015\) Preschool Fundamental View](#)) for all children with Individualized Education Programs (IEPs) enrolled in Transitional Kindergarten (TK).

### **The Desired Results Developmental Profile (DRDP) assessment**

The California Department of Education (CDE) developed the DRDP to determine the effectiveness of its early education and early childhood special education services and programs. The DRDP informs federal child outcome reporting, progress monitoring, and program improvement.

The DRDP is based on recommended practices for the naturalistic assessment of young children. Teachers observe and document children's developmental and pre-academic progress in everyday routines and activities to inform instructional decisions and to inform families about their child's learning. The DRDP uses universal design and system of adaptations to provide access to the assessment for diverse populations.

[DR Access Reports](#) generates reports of DRDP results that identify areas of strength and need. The DRDP's alignment to California's early learning foundations enables teachers to use DRDP results to inform instruction and standards-based goals; and to share results with families.

### **Requirements for the DRDP In Transitional Kindergarten**

Children with IEPs will be assessed each fall and spring. The child must have a signed IFSP/IEP and receive special education services by:

- November 1 for the fall assessment
- April 1 for the spring assessment

Special educators will gather observations, including observations from others who know the child well, throughout the school year and complete the assessment in the six-

week period prior to the deadline set by the Special Education Local Plan Area (SELPA). The use of the DRDP must be [documented on the IEP](#).

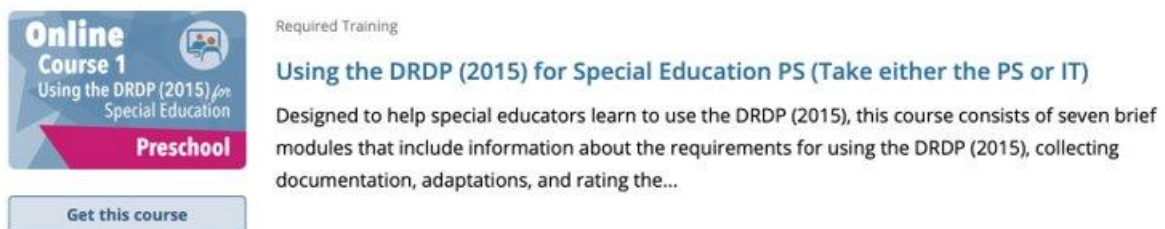
Training is required for special educators who assess children with the DRDP. Special educators access courses at the [Desired Results Access Project's Learning Center](#) and are encouraged to complete training prior to assessment. However, special educators must assess children with IEPs with the DRDP even if they have not yet completed the required courses. SELPAs are responsible for ensuring that all staff who administer the DRDP complete this training

## Resources

Resources, including brief tutorials, assessment supports, and an extensive video library, are found on the [Desired Results Access Project's website](#).

## Next Steps

- While we await CDE's official policy, please review the DRDP webpage to become more familiar with the assessment: <https://www.draccess.org>
- Special Education Teachers and Case Managers who will be responsible for assessments should participate in the mandatory virtual (self-paced) training by creating an account on <https://draccesslearn.org> and selecting the following module:



The image shows a screenshot of an online course card. On the left is a blue and pink graphic with the text 'Online Course 1 Using the DRDP (2015) for Special Education' and 'Preschool' in a pink box. Below the graphic is a button that says 'Get this course'. To the right of the graphic, the text reads 'Required Training' followed by the course title 'Using the DRDP (2015) for Special Education PS (Take either the PS or IT)'. Below the title is a description: 'Designed to help special educators learn to use the DRDP (2015), this course consists of seven brief modules that include information about the requirements for using the DRDP (2015), collecting documentation, adaptations, and rating the...'

- Once this course is complete, another course will populate titled "Benny Having a Snack". This course is also required.

## Best Practices

### Submitting Transactions from SEIS to CALPADS

The SELPA recommends generating a report weekly to submit your SEIS special education data to CALPADS. This can significantly reduce the number of late meetings appearing in your CALPADS 16.8 monitoring reports.

The reporting process must be completed in any existing report(s) before a new report is generated. If errors are received, the best practice is to resolve them within 48 hours so that the data submission can continue. The data acceptance is a pass/fail system- no data will be posted for any of the report transactions until all errors are resolved.

When errors are received, please click on the prompt to post errors on the homepage. The SELPA only has visibility to your error reports when they are posted.

[Click here to watch a video tutorial on SEIS data reporting.](#)

## Resources

The El Dorado SELPAs are offering the following SEIS learning opportunities in November.

SEIS Learning Lab                      November 3                      [Click here to register!](#)

The El Dorado SELPAs have a new YouTube channel where you can watch our “how to” videos for SEIS users. We currently have 24 video tutorials available.

[Click here to access the training videos.](#)

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