THE EL DORADO SELPAs
Data Update

September 2022 Data Newsletter

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Important Updates

Please see the attached document regarding the 2022 California Dashboard.

Timelines and Due Dates

One window closes and another opens!

EOY (End of Year) Approval Deadlines

The deadline for LEA approval and SELPA certification of the EOY reports is September 16, 2022. SELPA approval is a manual process and requires time to complete. Please know that if your LEA waits until the final day (September 16) to LEA approve, *there is no guarantee the SELPA will be able to approve by the deadline.*

Fall 1 – Census Day

The Fall 1 submission window opens on October 5, 2022. The CDE will use the Fall 1 data that LEAs *approve* by the Fall 1 deadline for the First Principal Apportionment (P–1) calculations, even if the submission has not yet been approved by the Special Education Local Plan Areas (SELPAs).

CALPADS and SELPA recommend that the person tasked with the submission and review of Special Education data should have the following CALPADS access (assigned LEA level roles):

- o Student Search
- o SENR View,
- o SINF View,
- o SPRG View
- o SPED Edit
- o SPED View
- o SINC View
- o PSTS for SPED - View
- o PSTS for SPED - Edit
- o Fall 1 Reports
- o EOY 3 Reports
- o EOY 4 Reports

To find the CALPADS administrator for your LEA follow this link
https://csis.fcmat.org/calpads-lea-contacts

Did You Know…

How to Avoid CERT 132

| Submission: Fall1 | Status: Active | Severity: Fatal |

An error is triggered when a student enrolls in an LEA/District and does not have an associated SPED (Special Education) record reported, but has an active SPED plan from a previous LEA. This typically occurs when a student transfers and the receiving LEA fails to submit a SPED record for the student. The process for avoiding CERT 132 is to *Identify, Adopt, and Submit.*

Identify: A valuable tool in CALPADS for monitoring your SPED students is the CALPADS Accountability and Monitoring Report 16.8. This report will include any student that has enrolled at your LEA that is currently identified as having an active Special Education record.

Reach out to your CALPADS administrator to add permissions/roles if necessary.

Monitoring Report 16.8 – Students with Disabilities – Monitoring Student List

Description: Detail of students enrolled in LEA/District's CALPADS, with an Active SpEd record.

How students are captured in 16.8: When your LEA/District has claimed a Special Education Student's SSID number (a reported enrolled student) the student will appear in these reports. These lists should be cross-referenced with your SEIS directory of students to ensure the student's most recent IEP has been adopted and the dates of reported meetings are correct.

Adopt: LEAs should be adopting the most recent SpEd record for transferring students. This can be confirmed by viewing what has been reported to CALPADS. Adopting the most current record is done by either adopting the last transaction in SEIS (see *Transferred Students* on your SEIS dashboard in CALPADS Alerts) or completing the initial CALPADS affirm process for IEPs (Individual Education Plans) held outside of the SEIS system.

Submit: Generating transaction reports in SEIS and submitting these weekly will keep your data in CALPADS up to date. This will reduce the amount of time cleaning up your records during reporting windows and should reduce the number of "late" meetings on your monitoring reports. As the CDE becomes more vigilant in their compliance monitoring, implementing this practice can make a significant difference to your data integrity.

Best Practices

Special Education Monitoring- A Tale of Two Systems

Special Education data reported is not limited to one system. Your IEPs are documented within SEIS and this data is submitted to CALPADS for State and Federal reporting. It is critical to data integrity that accuracy and compliance begin with our Case Managers and Providers in SEIS. District Level Users are tasked with the frontline

monitoring of the SEIS dashboard and compliance items and should be actively communicating with Case Managers to ensure meetings and amendments are affirmed in a timely manner, as well as completing teacher requests.

Please download and share the attached Teacher Level Quick Reference guide with your Case Managers and Providers.

Student Transfers Out

Students that are no longer being served by your LEA need to be dropped from your active SEIS records (Exit Code 76 as of the last day of attendance), regardless of there has been a transfer request for the SEIS record. As a reminder, SEIS is not the only Special Education database used in California; the student's new school may use a different platform, therefore a SEIS transfer request may never occur.

Transfer out requests in SEIS should be monitored daily and processed within 48 hours. If you are unable to process the transfer, please message the requestor to inform them of the delay. All records must be transferred within 5 business days.

Know the Special Education Submission Process:

- Attend training offered by CALPADS, SEIS, and/or the SELPA.
- View CALPADS training PowerPoints https://csis.fcmat.org/resources-repository#CALPADSResources,
- Watch CALPADS YouTube on training and "how to" videos https://www.youtube.com/CSISCALPADSTrainingChannel
- Align timelines with your CALPADS coordinator
- If you are a new user, please contact your SELPA Program Technician to get you started!

Resources

Please visit our website to see the planned learning opportunities for 2022-23. We are scheduling events and updating our site regularly.

Click here to view the Professional Learning Calendar-Events and Trainings.

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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