

# SEIS

## Prior to June 30<sup>th</sup>:

- Complete all Teacher Requests on the SEIS dashboard that would affect your EOY (End of Year) data- (DNQ, Exits, Add, Missing Transactions) and clear dashboard notifications of completed items.
- Complete all Transfer Out requests for students who left your LEA before the last day of school.
- Complete exits (by June 30<sup>th</sup>) for any students leaving your LEA for the 23/24 academic year- exit as of the last day of attendance, and select the appropriate exit code (transfers, high school completers, max-age reached). **Note: LEAs closing or leaving the Charter SELPA must transfer (Exit code 76) all active students out of your LEA.**
- Populate missing data on Pending Student Records- Ensure all students for whom you received parental consent for initial assessments are represented in your child counts. If the initial meeting will not occur before June 30, 2023, ensure a pending transaction has been reported to CALPADS with a delay code.
- Prior to staff leaving for summer break. Have Case Managers affirm all IEPS and Amendments (**dated before 6/30/2023**). DLUs (District Level Users) will add a note under the Follow-Up Section to any unaffirmed meeting/amendment explaining why it cannot be affirmed.
- Audit transactions marked DNR (Do Not Report)- all transactions should contain a comment if unreportable. Otherwise, transactions should be restored and reported to CALPADS.
- Submit all reportable transactions (activity before 6/30/2023) to CALPADS before staff leaves for summer break.

## High School LEAs:

- Postsecondary Surveys sent/received to Prior Year Graduates
- Populate the Postsecondary status for last year's high school completers in SEIS and submit the postsecondary report to CALPADS.

## After July 1<sup>st</sup>:

- DO NOT** adopt/affirm any meetings for 23/24 new enrollees until after July 1 (Transfers In).

# CALPADS

## LEA- End of Year (EOY) 3

- Report** discipline data (7/1/2022-6/30/2023) for SWD (Students with Disabilities) (including NPS placements) to your Student Information System (SIS) for EOY3.

- ❑ **Report** all All instances of restraint or seclusion, even if it was not the result of a violation of 48900 or 48915 (including students attending NPS schools) for each SWD.
- ❑ **Review 7.16** - Incident Removals for Students with Disabilities – Count
  - Total number of Removals, total number of Students, Number of each broken down by the result
  - Verify any NPS incidents have been reported.
- ❑ **Review 7.17** - Unilateral Removals for Students with Disabilities - Count
  - **This data is used for SPP Indicator 4a** - Discipline- Performance - measures the number of SWD who were disciplined for greater than 10 cumulative days in a school year.
  - **This data is used for SPP Indicator 4b** - Discipline - Compliance - measures the discipline rate of SWD by race/ethnicity.
- ❑ **Review 7.18** - Incident Removals for Students with Disabilities - Student List (Supporting Report)
  - Review for accuracy and compliance.

### **SELPA - End of Year (EOY) 3**

- ❑ SELPA will review EOY 3 Aggregate Certification Reports 7.16, 7.17, and 7.18 once LEA has approved their EOY 3.
- ❑ SELPA will contact LEA if receiving **CERT071**-No discipline data submitted for a school to verify that zero incidents will be reported.

### **LEA - End-of-Year (EOY) 4**

- ❑ **Ensure** all 2022-23 Special Education IEP events/data (7/1/2022-6/30/2023) has been submitted to CALPADS.
- ❑ **Resolve all Certification and Data Discrepancy Errors** in EOY4 Certification status reports. You should resolve any CERT 132 errors, even if the error is downgraded to a warning.
  - **Note:** Correcting one error may create a new data discrepancy or Certification errors. Be sure to allow enough time for all corrections to be made prior to LEA approval.
- ❑ **Review 16.1 - Students with Disabilities** - Education Plan by Primary Disability Count
  - Review Plan Types (are they consistent with your LEA?)
  - Note the total unduplicated counts as you compare the other 16.x Reports
  - Review SELPA code and name (the affects the funding required to be reserved as the proportionate share).
  - Review counts by disability type. Is this consistent with internal data sources? Count should match 16.2.

- Corrections can be made (depending on the field) by amendment or new plan review dated prior to 6/30
- **16.2 - Students with Disabilities - Count by Federal Setting**
  - The total in this report should match 16.1 and 16.5.
  - Review for settings 103,104, and 200. These are typically used for IFSP (Infants/Toddlers).
  - Review 201,203, and 204: These settings are for students in preschool or TK/K and under 5. **These fields impact APR Indicator 6, Preschool LRE**
  - Review 300,301,400,401 and 402 for students' TK/K or higher and age 5. Do these match your LEA's settings?
  - Review 403. This number should match the number of students on ISPs
  - Code 500. For some schools all their students would fall under this program setting.
  - A percentage in class is required for all students aged 5 in TK/K or higher.
  - **This data used for SPP Indicator 5 - Least Restrictive Environments - 5a Rate of SWD in regular classroom 80% or more of day,**
  - **Rate of SWD inside the classroom less than 40% of the day, and 5c Rate of SWD in Separate Setting**
  - **SPP Indicator 6 Preschool Least Restrictive Environments. 6a - % of preschool SWD receive the majority of services in regular settings, and 6b - % of preschool SWD in a separate setting.**
  - Review percentages, especially if you have more in the <40% columns than others.
  - These corrections can be made by amendment to the Educational Setting- Offer of FAPE form dated prior to 6/30
- **16.3 - Students with Disabilities - Student Profile List (Supporting Report)**
  - Review for accuracy and compliance.
  - Review Parental Involvement Facilitation Code. **This data is used for SPP Indicator 8 Parent Involvement. measures the percentage of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for SWD.**
  - Review that Ethnicity/Race matches that in CALPADS. **Data used for SPP Indicator 9 - Disproportionate Representation Overall**
  - Review that Ethnicity/Race is correct. **Data used for SPP Indicator 10 - Disproportionate Representation by Disability Category.**
- **16.5 - Students with Disabilities - Student Services Count**
  - Report summarizes the SWD by disabilities by Service and Primary Disability
  - Review Service Category. Does your LEA provide those services?
  - Check for service code 900. El Dorado SELPAs do not use this service code.

- This report student count should match 16.1/16.2
  - If totals do not match, check the filters that the report was run under. Use 16.3 and 16.6 to find student missing services.
  - These corrections can be made by amendment to the Services Form dated prior to 6/30
- ❑ **16.6 - Students with Disabilities - Student Services Student List (Supporting Report)**
- Review for accuracy and compliance
- ❑ **16.11 - Students with Disabilities - Annual Comparison Report**
- Review for accuracy, large anomalies, or changes in counts
- ❑ **17.3 - Postsecondary Survey Outcome for SWDs - Count**
- Ensure that this data reflects all surveys received.
  - Have as few of "Not able to contact" as possible
  - Collaborate with other departments in the LEA to get this information: Workability, Gen. Ed counselors, ETC.
  - Data used for SPP Indicator 14a - Higher Education, 14b - Higher Education or Competitively Employed, and 14c - Higher Education or Competitively Employed or other training or employment program.
- ❑ **17.4 - Postsecondary Status-Student List (Supporting Report)**
- Review for accuracy and compliance

## **SELPA - End of Year (EOY) 4**

- ❑ **SELPA will review** 17.3 - High school LEAs with **CERT170**- No SPED PSTS (EOY 4) Data Submitted for a School
- ❑ **SELPA will review** Certification Reports 16.1,16.2, and 16.5. (Student counts, plan type, program setting, all students reporting services, service codes 200s and 900, LRE <40 percent in general education)
- ❑ **SELPA** will review Certification Report 16.3 for discrepancies of DSEA.
- ❑ **SELPA** will review 16.11 for large anomalies or significant changes in counts.