**SEIS**

**Prior to June 30th:**

- 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 30th) 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 1st:**

- **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 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.