PERRIS UNION
HIGH SCHOOL DISTRICT

California Longitudinal Pupil Achievement Data System (CALPADS) and School Counselors: Ensuring Your School and District Data Reflects your School Counseling Program Efforts

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Topics of Discussion

➔ Understanding CALPADS
- ◆ Why CALPADS matters?

➔ Why is School Counselor involvement vital?
- ◆ What data by grade level should you be reviewing?

➔ Do you have a review process that spans the year?
- ◆ Proactively monitoring your data

What is CALPADS?

A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting

Step 1: All student level data (discipline, course enrollments/completion, demographics, enrollment status, etc.) is maintained in your Student Information System and submitted to CALPADS

Step 2: Your district CALPADS administrator has an annual calendar they must follow to upload various reports at certain times of the year. For example graduation data is reported once a year and enrollment status is updated often.

Step 3: Data is reviewed and certified during specific submission windows. This MUST be a collaborative effort!

Step 4: California Department of Education posts certified data to public portals and dashboards (DataQuest, College and Career Readiness Dashboard, and California School Dashboard)

Where do **YOU** fit in all of this?

LCAP and LCFF

Why does CALPADS matter for this?

PUHSD LCAP Goals

The Local Control and Accountability Plan or LCAP is a critical part of California's new Local Control Funding Formula (LCFF). It is a three-year, district-level plan that is updated annually. The plan describes the school district's key goals for students as well as the specific actions (with expenditures) the district will take to achieve the goals and the means (metrics) used to measure progress.

Goal # 1
All students will attain proficiency in all academic areas.

Goal #2
All students will graduate from high school prepared for postsecondary and career options.

Goal #3
All departments and sites will provide a safe and positive learning environment for all students and staff.

Goal #4
Secure and strengthen the home, school, community connections and communications.

Goal #2 District Expected Annual Measurable Outcomes

- ==Increase percentage of students meeting high school graduation requirements by 3% annually.==
- ==Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.==
- Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in instructional minutes by 25 minutes in 2015-16.
- Increase in annual participation in:
  1. ==A-G completion 5%==
  2. AP enrollment/passing rate by 3%
  3. High school juniors passing ELA and Math Components of Early Assessment Program (EAP) by 3%
  4. ==CTE pathway completion by 3%==
  5. Dual Enrollment participation/success by 3%
  6. Increase student enrollment in AVID by 4% annually

Staff Involvement

Who should be involved?

Stakeholders in PUHSD

Site Staff Involvement

- Counselors
- Assistant Principals
- Principals
- Registrars
- Enrollment Staff
  - Guidance Technicians
  - SIS Techs
  - Counseling Secretaries

District Staff Involvement

- Nutrition Services Director
- Assistant Director of Tech.
- Assist. Sup. Ed. Svc
- Assist. Sup. Bus. Svc
- Director of Fiscal Svc
- Director of Pupil Svc
- Chief HR Officer
- EL/Assessment Coordinator
- CTE Coordinator
- Special Education Director
- Special Education Coordinator
- Attendance Specialists
- Student Information Systems Coordinator

Example 1:
The Application Task Force

This portion of our CALPADS team focuses on how we can get as many families to apply for free/reduced lunch whether they qualify or not.
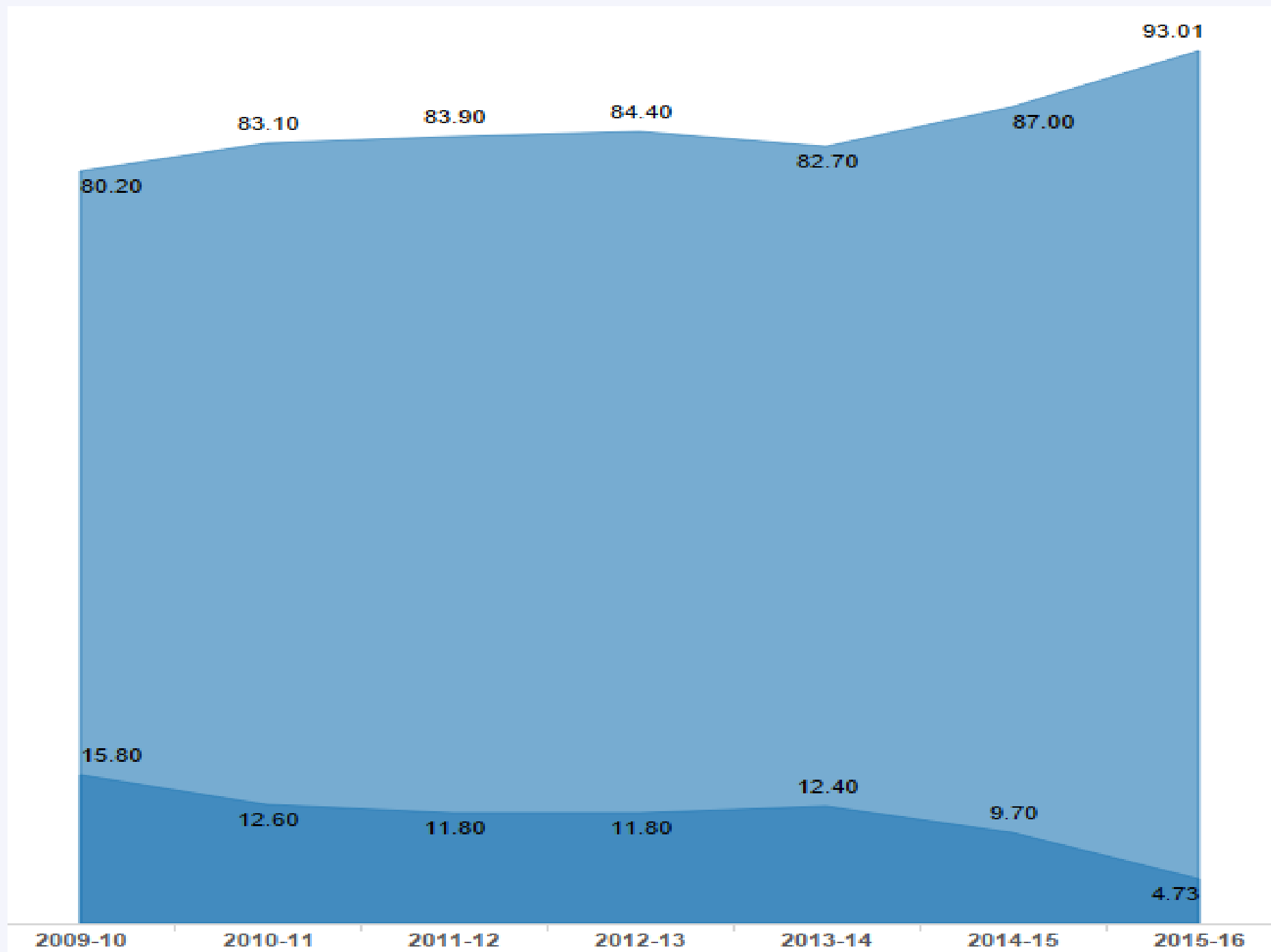
Involved Parties:
Dir. Fiscal Svc, Assist. Dir. Tech, SIS Coordinator (me), Dir. Nutrition Svc, Assist. Sup. Bus., Counselors, Assistant Principals

Example 2:
Find Those Students!

This portion of our CALPADS team focuses on finding students who show up on our Exit Reasons Discrepancy (ERD) reports and those who are considered dropouts within a given cohort.

Involved Parties:
Assistant Principals, Counselors, Enrollment Staff, Registrars, Attendance Specialists, Director Pupil Svc

|	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	80.20	83.10	83.90	84.40	82.70	87.00	93.01
	15.80	12.60	11.80	11.80	12.40	9.70	4.73

Consider the possibilities!

- Graduates Review
- A-G Audits
- Staff
- CTE
- EL Enrollment and Reclassification Rates
- Demographic Accuracy
- Special Education Alignment
- Re-establishing homelessness status
- Future Functionality Change
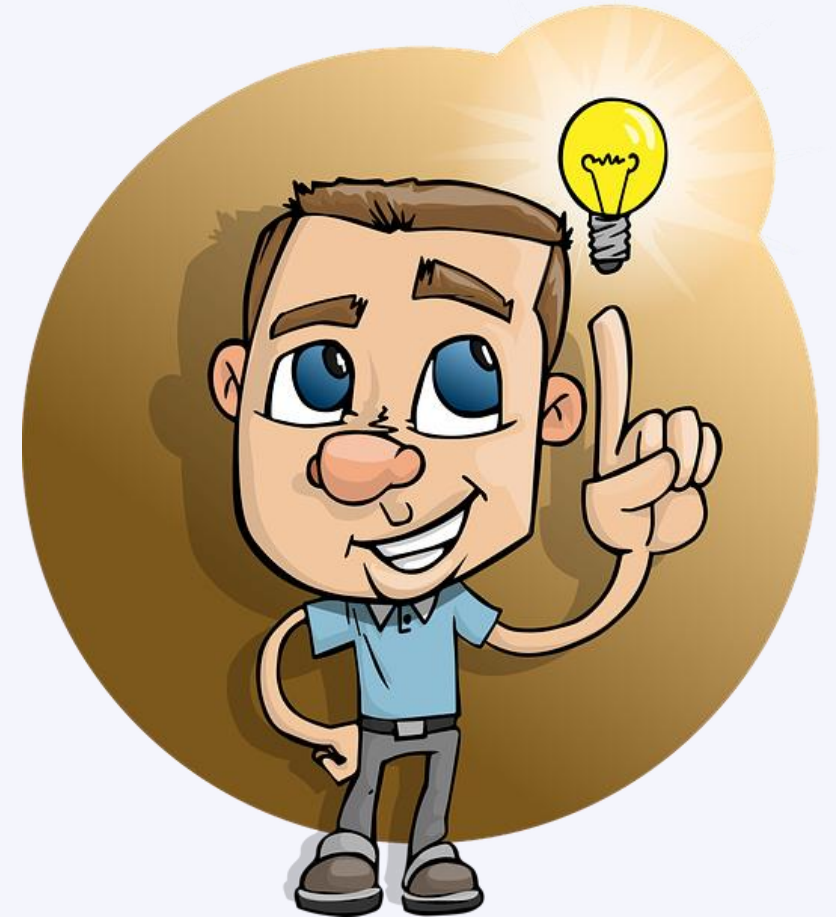
CALPADS Teams
Challenges and Causes

Causes

Challenges
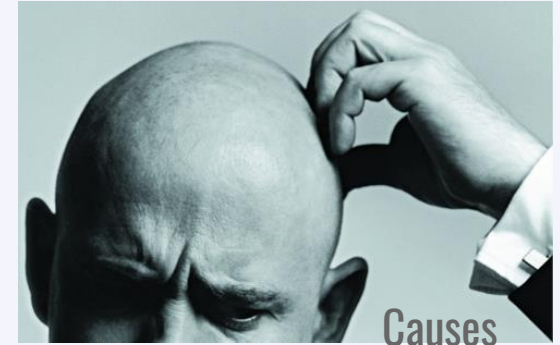
- This isn't my job!

- What good will this do us?

- Time

- Availability

Causes

- Culture

- New processes

- Short sightedness

- Who, How, Why

CALPADS Review

Do you have a defined timeline?

Example Timeline

Date Range	Length of time	Suggested Action	Outcome
All Fall1	All Fall1	Be aware of submission file order: SENR, SINF, SPRG, SELA	Remember, enrollment file is always first. SINF, SPRG, and SELA can be done in any order, but they are all necessary for a complete Fall 1.
6/10/2016-6/30/2016	2 weeks	Counselors verify all A-G grads are properly marked. This should be their 2nd or 3rd review because they've previously looked at students on track to complete as A-G or those in danger of not completing A-G, etc.	Your work for the 1.6, 1.7, 1.9, 1.10 for the next school year should have a head start.
7/25/2016 - 8/19/2016	4 weeks	Continue the process of searching out possible lost transfers/non grads. Continue the ELA clean up. Update any summer graduates.	Having the most accurate information possible on lost transfers and dropouts will ease the burden of seeking them out after Census Day (10/5/2016) has hit. Additionally, cleaning the ELA statuses before the first day of school will not only keep people aware of what is needed, but it will ensure you do not have hundreds of fatal errors once Census Day arrives. Lastly, summer graduates up to 8/15/2016 will count in cohort grad rates (provided they're from the calculated cohort)
8/22/2016 - 8/26/2016	1 week	Schools should be dropping no-shows.	The first week of school is a fast paced time of year. Students are enrolling, leaving, or not showing up. Usually the schools should have time to settle in and help you identify no-shows.
8/29/2016 - 10/7/2016	5 weeks	Begin SSID collection for new students (Kinders, sped preschool, new to district, etc). Update enrollments each week	A district of 20,000 students is likely to have 1500+ new SSIDs to collect/assign at the start of a school year. Start grabbing them now. Hopefully most no-shows have been identified and exited.
10/6/2016	1 day	Gather school site counts for 10/5/2016 end of day enrollments.	Although this is just a preliminary number (students can be back dated on a drop), it will be relatively close to what your certified census numbers will be. General rule of thumb is to expect as much as 50-100 district wide backdrops. As long as staff are aggressive with finding students who haven't been showing up, the variable movement should be minimal.
10/01/2016 - 10/31/2016	4 weeks	Work closely with Nutrition Services for Free/Reduced designated students. All students enrolled on or before Census Day (10/5/2016) and identified as eligible during the month of October counts in your Free/Reduced meal counts. NOTE: CALPADS has started counting all census day enrollment students with eligible NSLP records up to 10/31. There is no need to back date an eligibility date for CALPADS now.	This will maximize your free/reduced count for Census Day enrollment (a key factor for LCFF percentage).
10/07/2016 - 11/11/2016	5 weeks	Work on error correction, find students who don't belong in your counts (sometimes enrollment exits can be missed).	Enrollments will be accurate and errors should be completely clear.
		Review data reports with necessary stakeholders. Make changes if	Stakeholders should be given the chance to understand what information will potentially be

Elementary Data Metrics To Review	CALPADS Data Reports to Review
EL Enrollment and Reclassification Rates	CALPADS Report 1.1, 1.2 and 2.12
Demographic Accuracy	CALPADS Report 1.1, 1.2
Special Education Alignment	CALPADS Report 1.1, 1.2
Re-establishing homelessness status	CALPADS Report 1.1, 1.2
Attendance	CALPADS Report 1.21, 14.1, 14.2
Discipline	CALPADS Report 1.21, 7.1-7.9

Middle School Data Metrics To Review	CALPADS Data Reports To Review
EL Enrollment and Reclassification Rates	CALPADS Report 1.1, 1.2 and 2.12
Demographic Accuracy	CALPADS Report 1.1, 1.2
Special Education Alignment	CALPADS Report 1.1, 1.2
Re-establishing homelessness status	CALPADS Report 1.1, 1.2
Attendance	CALPADS Report 1.21, 14.1, 14.2
Discipline	CALPADS Report 1.21, 7.1-7.9
Middle School Drop Out Rate	CALPADS Report 1.10, 15.1 and 15.2

High School Data Metrics To Review	CALPADS Data Reports To Review
EL Enrollment and Reclassification Rates	CALPADS Report 1.1, 1.2 and 2.12
Demographic Accuracy	CALPADS Report 1.1, 1.2
Special Education Alignment	CALPADS Report 1.1, 1.2
Re-establishing homelessness status	CALPADS Report 1.1, 1.2
Attendance	CALPADS Report 1.21, 14.1, 14.2
Discipline	CALPADS Report 1.21, 7.1-7.9
Graduates Cohort explanation	CALPADS Report 1.7, 1.9 and 1.10 15.1 and 15.2