



# California Longitudinal Pupil Achievement Data System (CALPADS)

## Resource Documents for Charter School Workshop

### Charter School CALPADS and CBEDS-OPUS Data Reporting Policy

- Describes charter school requirements for data reporting under CALPADS and the California Basic Educational Data System - Online Public Update for Schools (CBEDS-OPUS). (See also *CALPADS Data Guide*)
- CDE link to document: <http://www.cde.ca.gov/ds/sp/cl/charterschools.asp>

### CALPADS System Documentation

#### 1. CALPADS File Specifications (CFS)

- **Document** (*long version*) – Intended to assist local educational agency (LEA) staff in understanding the specific data population requirements of each CALPADS data submission. Provides complete descriptions of the 10 CALPADS data file formats, file structure and processing methods, download formats, and submission requirements.
- **Forms** (*short version*) – Document in Excel format and provides descriptions of the 10 CALPADS data files formats.

#### 2. CALPADS Extract Specifications

- Intended to assist local educational agency (LEA) staff in understanding the extract specification of each of the California Longitudinal Pupil Achievement Data System (CALPADS) extracts.

#### 3. CALPADS Code Sets

- Document in Excel format and contains the current code values referenced in the CFS for the coded values data elements. The code set document includes the code set name, coded Value, code value name, and description for each code value in the table.

#### 4. CALPADS Valid Code Combinations

- Document in Excel format and contains lists of the valid code values combinations for the coded values data elements by topic area.

#### 5. CALPADS SSID and Enrollment Procedures

Document title: ***“Statewide Student Identifier (SSID) and Enrollment Procedures”***

- Describes procedures and business rules for submitting enrollment data to CALPADS

(e.g., assigning SSIDs, pre-enrollment, enrolling and exiting students, resolving anomalies, etc.) and gives examples of LEA actions that are compliant and not compliant with each procedure.

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#### **6. CALPADS Data Guide**

- Intended to prepare local educational agency staff—staff who are responsible for data that are collected and maintained in local systems, such as student information, food service, special education, and human resources systems—for submission of required data into the California Longitudinal Pupil Achievement Data System (CALPADS)

#### **7. CALPADS Technical Update**

- Document 1 provides a technical summary of the CALPADS software released on July 19, 2010. The business and validation rules described in this document are excerpts from the detailed design documentation produced during this software release. This document is not an end user support document.

CDE link to above documents: <http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>

#### **8. CALPADS User Manual**

- Provides detailed instructions on use CALPADS, both for online maintenance and batch submission.

#### **9. CALPADS LEA Operations Manual**

- Provides specific instructions for the LEA CALPADS administrator on creating user accounts, assigning user roles, and mapping local codes to CALPADS codes.

#### **10. CALPADS Quick Start Guides**

- Intended to present a condensed view of the operation of the California Longitudinal Pupil Achievement Data System. Each guide either addresses a specific function that is available in the system or provides information to organize system-related activities. A guide contains background information as well as step-by-step instructions.

CALPADS link to the above documents (user account required): <https://www.calpads.ca.gov>, login and mouse over the help menu.

#### **CDE Race and Ethnicity FAQs**

- Lists frequently asked questions regarding the new federal standards for collecting and reporting race and ethnicity categories as separate data elements.
- CDE link to document: <http://www.cde.ca.gov/ds/dc/es/refaq.asp>

#### **NCES Managing and Identity Crisis Forum Guide to Implementing New Federal Race and Ethnicity Categories**

- Describes new federal standards for collecting individual-level race and ethnicity data, and for reporting aggregated categories to the U.S. Department of Education (ED). The new standards separate race and ethnicity and include two categories for data on ethnicity. There are five

categories for data on race, and respondents are now allowed to choose more than one race.

- NCES link to document: <http://nces.ed.gov/pubs2008/2008802.pdf>

### **CDE Education Data Newsletter**

- This quarterly newsletter provides information about updates regarding CALPADS, SSID, state reporting, and related subjects.
- CDE link to document: <http://www.cde.ca.gov/ds/td/lo/index.asp>

### **CALPADS Training Courses**

- **Training 1: CALPADS Overview** – This course is for staff members who already have an understanding of the CALPADS requirements. Approximately two-hour self-paced presentation including highlights of data requirements and file specifications on 10 CALPADS data files).
- **Training 2: CALPADS Features, Key Concepts, and System Administration** – This course provides an overview of the features and key concepts of CALPADS. Approximately two-hour self-paced presentation including detailed instructions in the setup and maintenance of user access accounts.
- **Training 3: CALPADS SSID Enrollment and Anomalies** – Approximately three-hour WebEx or self-paced presentation covering enrollment requirements and anomalies resolution. This course provides detailed instruction in online and batch data submission and management processes for enrollment and maintenance of SSIDs (Statewide Student Identifiers).
- **Training 4a & 4b: CALPADS State Reporting and Anomalies** – Approximately three-hour WebEx or self-paced presentation, this course provides an overview of the state reporting and data certification process and detailed instruction for fall 1 data collections.
- **Training Fall 1** – Approximately two-hour WebEx or self-paced presentation, this course provide detailed instructions for fall 1 reporting and certification. It also covers certification errors, how to use the CALPADS documentation for troubleshooting and error resolution, and common problems with Fall 1.
- **Regional Training: CALPADS Fall 2** – Two hour presentation on the requirements for fall 2, held at various county offices of education across the state.
- CSIS link to training documents: <http://www.csis.k12.ca.us/e-learning/calpads-registration/class-desc.asp>

### **CSIS Website Documents**

#### **CFS Aligned Gap Analysis Tool**

- MS Excel document. This tool is designed to help local education agency (LEA) staff review the CALPADS data elements and determine gaps they may have in their local data that need to be addressed prior to the implementation of CALPADS fall 2, spring, and end-of-year submissions.

### **CFS Gap Analysis and Planning Tool**

- MS Excel document. This tool contains a master list of all CALPADS data elements and their code sets as well as a worksheet for local education agency (LEA) staff with references to the CFS. This tool is designed for use by IT support staff.

### **Preparing to Submit Elementary Course Data**

- MS Word document. This tool is designed to help local education agency (LEA) staff understand how to report course and course enrollment information to CALPADS for elementary schools and students in self-contained classrooms. The first page summarizes CALPADS requirements related to courses and course enrollments. The second page provides illustrative examples of the required information.

### **Preparing to Submit Scheduled Course Data**

- MS Word document. This tool is designed to help local education agency (LEA) staff understand how to report course and course enrollment information to CALPADS for junior high/middle/intermediate and high schools. The first page summarizes CALPADS requirements related to courses and course enrollments. The second page provides illustrative examples of the required information.

CSIS link to above documents: <http://www.csis.k12.ca.us/library/calpads> (see Other Transition Planning Tools)

## Frequently Asked Questions

### *Background*

#### **What is the new federal requirement for collecting data on race and ethnicity?**

A two-part question must be used to collect data about students' or staff members' race and ethnicity.

- The first part should consist of a question about the respondent's ethnicity:
  - Hispanic or Latino
  - Not Hispanic or Latino
  
- The second part asks respondents to select one or more races from the following categories:
  - American Indian or Alaska native
  - Asian
  - Black or African American
  - Native Hawaiian or other Pacific Islander
  - White

In addition, California Government Code (GC) Section 8310.5 (Outside Source) requires the detailed collection of Asian and Pacific Islander subpopulations.

#### **Who is requiring this?**

The U.S. Department of Education (ED) requires these standards for federal education eligibility and accountability reports. The California Department of Education (CDE) is also requiring local educational agencies (LEAs) and schools to collect and report data consistent with these federal requirements.

#### **Why are the changes taking place?**

Since 1997, federal agencies have been working to adopt the U.S. Office of Management and Budget (OMB) standards for classifying federal data on race and ethnicity. In October 2007, the ED released the final guidance (Outside Source) on collecting individual level race and ethnicity data and aggregating data into categories for federal reporting. The new race and ethnicity standards: allow parents, students and staff to more accurately report their race and ethnicity; better acknowledge the racial and ethnic heritage of students and their families, and staff members; are consistent with U.S. Census data and other national data sets and consequently align with other agencies that are already using the new standards; and are required.

#### **Is it really legal to collect race and ethnicity data on students and staff?**

Yes. There are state and federal laws that require race and ethnicity data to be collected, such as laws enabling state assessments (e.g. *Education Code* Section 60640), special education data collection (*Education Code* sections 56601 and 56602), and federal Equal Employment Opportunity Commission

(EEOC) work force reports (Section 709(c), Title VII, Civil Rights Act of 1967, as amended by the Equal Employment Opportunity Act of 1972).

## *Data Collection*

### **Does the two-part question have to be asked in exactly that order?**

Yes. The first part of the question must ask the respondent about his or her ethnicity (Hispanic or Latino) and must come first. The second part of the question must ask the respondent to identify one or more races, and it must follow the ethnicity part of the question. All respondents must answer both parts of the question. One of the main reasons for these changes is consistency in data collection, and uniformity in how the question is asked helps to achieve this.

### **Have the race definitions changed?**

No. The way in which the ethnicity and race data are collected is changing but not the definitions themselves.

### **What is the federal definition of Hispanic/Latino ethnicity?**

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

### **What are the definitions of the federal race categories?**

- American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American: A person having origins in any of the Black racial groups of Africa.
- Native Hawaiian or other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

### **There doesn't seem to be a race category to select when respondents select their ethnicity as Hispanic/Latino. What's the correct race selection for someone who is Hispanic or Latino?**

The federal government considers "Hispanic/Latino" to be an ethnicity, not a race. Consequently, "Hispanic/Latino" is not a selection in the race part of the question. The CDE supports self-identification, so the correct answer is whatever the person indicates in both parts of the question. People who are Hispanic or Latino could see themselves as belonging to any one or more than one race. We understand

that some respondents might not identify themselves as belonging to any of the race groups if they identify their ethnicity as Hispanic/Latino. If a respondent does not see a race group that applies after selecting Hispanic/Latino ethnicity, and after the definitions or other help has been provided, the respondent might leave the race part blank. CALPADS will accommodate such information after the LEAs confirm that the race information was missing intentionally, that is, the respondent was unable to select a race from the required list.

**Can we put space on our form for parents/guardians to indicate “declined to answer” under the race question or can we put “you may leave this question blank if you answered yes to the Hispanic question” in our instructions for the race question?**

No. You may not put a “declined to answer” field on your form for the respondent or parent/guardians to use, nor may your instructions tell respondents or parent/guardians that they may leave the answer blank if they answered yes to the Hispanic question.

**Can I collect even more detailed race data?**

Yes. LEAs have the option to collect even more detailed race data, but the data must be mapped to the new race and ethnic categories—along with the additional Asian and Pacific Islander subgroup information required by California law (GC Section 8310.5)—when reporting to CALPADS. Also, the data collection process must include the two-part question.

**Do we need to re-survey students whom we’ve already identified?**

No. Schools and districts are not required to re-survey students if that is not the practice in the school or district, but reidentification is encouraged. However, beginning in the 2009-10 academic year, information collected during enrollment of new students or routine updates of existing student records must be collected and maintained according to the new federal guideline. Similarly, existing staff members must be re-surveyed when employment data either are updated or collected for the first time on new hires.

**What do we do when respondents refuse to identify their race or ethnicity?**

The strong preference is for the respondent to self-identify. Schools and districts should do everything possible to encourage respondents to identify themselves according to the new format, and to follow up with those who are reluctant to respond for themselves. While federal guidelines state that a third-party is to identify nonrespondents by observation, the CDE does not advocate third-party identification of race/ethnicity by observation. The federal guidelines require that the race and ethnicity for all respondents must be collected, and that states are not allowed to include “unknown” or “decline to state” in federal reports. For reporting student-level information to CALPADS, there will not be a category for “decline to state” or “unknown”. When reporting to CALPADS, if all race and ethnicity information is missing from a student record (or if the respondent indicates only that he or she is not Hispanic or Latino and does not complete the race information), LEAs will be required to confirm that self-identification was not possible. If LEAs confirm that self-identification was not possible, the CDE will make a third-party identification using a consistent methodology that will report such respondents in the “two or more races” category in federal reports.

**Are there any samples from school district enrollment forms that I can see?**

LEA samples of the pupil enrollment form can be found under the LEA documents section on the [CALPADS documents](#) Web page (Outside Source).

***Data Reporting***

**What do we do about students or staff members who are already in our student information system whose race or ethnicity is stored as “declined to state” or “unknown”?**

The federal guidelines assume that the process for identifying students and staff remains unchanged; that is, the race and ethnicity for all students and staff are identified, preferably by self-identification. The CDE will implement a default designation in federal reports that will be applied to records without valid race designations. To prevent such default designations for missing information in student and staff records, LEAs may want to resurvey students or staff for whom the data are missing.

**I have aggregate reports that I need to send off for other state and federal programs. How do I aggregate the data according to the new categories?**

Aggregation will not be an issue with CALPADS reporting, because LEAs will report student level data to CALPADS. LEAs may have specialized programs, however, where they may be required to submit aggregate reports that include student or staff demographic data. Race and ethnicity data should be aggregated into the following seven categories for federal education program reporting:

- Hispanic/Latino of any race;

Only for individuals who are non-Hispanic/Latino:

- American Indian or Alaska native,
- Asian,
- Black or African American,
- Native Hawaiian or other Pacific Islander,
- White

For any individuals who identify themselves as not Hispanic and identify themselves by more than one race, they should be reported as:

- Two or more races

Please contact your CDE program representative to confirm specific state program reporting instructions.

### **Can you show some scenarios, just to clarify the federal aggregation rules?**

- A student identifies himself as “Hispanic/Latino” and as “Asian.”
  - The student is counted as “Hispanic/Latino of any race” in the aggregate.
- A staff member identifies herself as “not Hispanic/Latino” and as “white” and “American Indian or Alaska native.”
  - The staff member is counted as “two or more races” in the aggregate.
- A student identifies herself as “not Hispanic/Latino” and as “black or African American.”
  - The student is counted as “Black or African American” in the aggregate.
- A staff member identifies himself as “both Hispanic/Latino” and as “Asian Indian.”
  - The staff member is counted as “Asian” in the aggregate.
- A student identifies herself as “both Hispanic/Latino” and as “Filipino.”
  - The student is counted as “Asian” in the aggregate.
- A student identifies herself as “Hispanic/Latino,” as “American Indian or Alaska native,” and as “white.”
  - The student is counted as “Hispanic/Latino of any race” in the aggregate.

### *Effects on Other Data Collections and Reports*

#### **How will these changes affect Adequate Yearly Progress and the Academic Performance Index?**

It is unknown at this time how the changes might affect Adequate Yearly Progress (AYP) reports and the Academic Performance Index (API). State accountability officials will be closely monitoring student demographic data for significant shifts in subgroups. There are no plans at this time to change the racial and ethnic categories currently used in California’s AYP and the API reports.

#### **Will the changes affect the assessment pre-ID process?**

Pre-ID student demographic information that is extracted from CALPADS will be consistent with the new federal requirements.

## CALPADS Charter Schools

The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time. This page is part of the California Department of Education's (CDE) [CALPADS Web Portal](#).

[CALPADS Home](#) | [Communications](#) | [System Documentation](#)  
[Known Issues](#) | [Release Updates](#) | [Frequently Asked Questions \(FAQ\)](#)  
[Charter Schools](#) | [Listservs](#) | [Calendar](#) | [Training](#) | [Contacts](#)

### Charter School CALPADS and CBEDS-OPUS Data Reporting Policy

Each May, charter schools may elect to change the method of reporting California Longitudinal Pupil Achievement Data System (CALPADS) and California Basic Education Data System - Online Public Update for Schools (CBEDS-OPUS) data. The two available reporting options are: (1) the charter school reports data independent of its authorizing agency directly to CALPADS and CBEDS-OPUS, or (2) the authorizing agency reports the charter school data to CALPADS and CBEDS-OPUS. The charter school reporting method will be the same for both CALPADS and CBEDS-OPUS. Reporting status does not impact or have any relation to the charter school funding type. Since the independently reporting charter school requirements for CBEDS-OPUS are changing, and CALPADS requirements are new, the CDE is extending the reporting status change period through June 30, 2009.

There is no default charter school reporting status (independent or reporting through the authorizing agency). New charter schools must inform the CDE of their reporting status within 30 days of the charter school effective date. This reporting status must stay in effect for at least that reporting year (July 1 through June 30).

Charter schools that have the State Board of Education as their authorizing agency are considered independently reporting charter schools.

#### Definitions

**Independently Reporting Charter School** – This is a charter school that elects to obtain and maintain Statewide Student Identifiers (SSIDs) for all enrolling and exiting students, and is responsible to meet CALPADS reporting and certification requirements. This charter school is responsible to maintain and report student, teacher, and course data directly to CALPADS. This charter school is also responsible to report aggregate data to the CBEDS-OPUS internet application.

**Charter Schools Reporting Through the Authorizing Agency** – This is a charter school that elects to have the authorizing agency be responsible to meet CALPADS reporting and certification requirements. Depending on local implementation, the authorizing agency may either provide the charter school the ability to submit data directly to CALPADS, or the district may retain the ability to do this work for the charter school. The district is ultimately responsible for certifying charter school data. The charter school also elects to have the authorizing agency report aggregate data to the CBEDS-OPUS internet application on their behalf.

**Authorizing Agency** – This is the agency that authorized the charter school.

**CALPADS** – This is a CDE internet-based statewide longitudinal data system, requiring authorizing agencies or independently reporting charter schools to report individual student, teacher, or course data in specified formats, and within specified timeframes.

**CBEDS-OPUS** – This is a CDE internet-based web application, requiring authorizing agencies or independently reporting charter schools to report aggregate student, teacher, or school data in specified formats, and within specified timeframes.

#### Responsibilities for Authorizing Agencies when Reporting Charter School Data

Charter schools may elect to have the authorizing agency report CALPADS and CBEDS-OPUS data on their behalf. Authorizing agencies will be responsible for:

- Obtaining and maintaining SSIDs in CALPADS for all enrolling and exiting students
- Maintaining and submitting Fall CALPADS data (individual student data and staff assignment data)
- Maintaining and submitting Spring CALPADS data (individual student and teacher data)
- Maintaining and submitting Year-end CALPADS data (individual student, teacher, and course data)
- Submitting Fall aggregate school and course data to CBEDS-OPUS

Charter schools electing this option are strongly encouraged to have open dialogue with the authorizing agency about local practices, procedures, and data system logistics to ensure that the authorizing agency can report the charter school data; and meet the CALPADS and CBEDS-OPUS reporting requirements, including certifying data by published deadlines.

## Assistance is Available

The California School Information Services (CSIS) program successfully assists authorizing agencies and charter schools with local submission decisions, and is available to work with all authorizing agencies and charter schools to help local administrators make decisions, meet reporting requirements and deadlines.

## Responsibilities for Charter Schools Reporting their own Data

Charter schools may elect to report CALPADS and CBEDS-OPUS data independent of the authorizing agency. Charter schools selecting this reporting method will be responsible for:

- Obtaining and maintaining Statewide Student Identifiers (SSIDs) in CALPADS for all enrolling and exiting students
- Maintaining and submitting Fall CALPADS data (individual student data and staff assignment data)
- Maintaining and submitting Spring CALPADS data (individual student and teacher data)
- Maintaining and submitting Year-end CALPADS data (individual student, teacher, and course data)
- Submitting Fall aggregate school and course data to CBEDS-OPUS

## Charter School Reporting Status and Administering Statewide Assessments

As a best practice, charter schools should align the reporting status with conducting statewide assessments. For example, a charter school reporting data independently to CALPADS and CBEDS-OPUS should also conduct statewide assessments (e.g. pre-ID, etc.) independently from their authorizing agency.

Any charter school, regardless of CALPADS and CBEDS-OPUS reporting status, may conduct assessments through their authorizing agency or independently from their authorizing agency.

Authorizing agencies will have read-only access to independently reporting charter schools' data, and will be able to create a pre-ID file for their independently reporting charter schools.

## Consequences for Failure to Certify Data by Published Deadlines

Enrollment counts for all local educational agencies (LEAs), including charter schools, are used for funding purposes and will be derived from the CALPADS data. In previous years, charter schools that failed to meet state reporting deadlines had reporting responsibilities and associated work revert back to the authorizing agency. Beginning Fall of 2009, this policy will change, and charter schools that choose to report independently will be accountable for reporting data within published timelines. These independently reporting charter schools acting as an LEA for CALPADS and CBEDS-OPUS reporting purposes are required to meet state and federal law for reporting data. As with all non-charter public schools, independently reporting charter schools that fail to meet published reporting deadlines may end up with an annual enrollment count of zero resulting in a loss of any funding based on the annual enrollment count.

## Annual Time Period to Change Reporting Type

Charter school administrators may change the reporting status for existing charters one time each year. The annual time period in which charter schools may change their CALPADS and CBEDS reporting status is May 1 through June 30. For the 2010-11 school year, the deadline for submitting charter school reporting status changes has been extended to July 31, 2010. Requests postmarked after the July 31st deadline may be approved on a case by case basis.

New charter schools are asked to designate their reporting status at the time that they apply for their county-district-school code.

- [CALPADS & CBEDS-OPUS Data Submission](#)  
Web page to view current charter school reporting status
- [Charter School Assurance Form](#) (DOC; 149KB; 4pp.)  
Form used to change a charter school reporting status for CALPADS and CBEDS-OPUS

## Reporting Requirements, Resources and Contact Information

On the [CDE CALPADS](#) home page, you can obtain important information about CALPADS reporting requirements, system documentation, and listserv opportunities. There are CALPADS enrollment procedures that all LEAs and independently reporting charter schools should follow. Some subjects in these procedures include:

- Reporting enrollment to CALPADS
- Maintaining unique SSIDs
- Primary and secondary student enrollment
- Short and long term enrollment in alternative education programs

- Handling of student identifier anomalies

These procedures can be found on the [CALPADS System Documentation Web page](#).

The CALPADS File Specification (CFS) and CALPADS Code Sets are available on the [CALPADS System Documentation Web page](#). Notification of the availability of other system documentation is provided to those subscribed to the CALPADS-LEA listserv. You can learn more about joining the [CALPADS listserv](#).

The CBEDS-OPUS home page is located on the [CDE CBEDS-OPUS Web Application and Resources Web page](#).

The CBEDS-OPUS internet application is administered by the Educational Demographics Office. Questions can be sent to 916-327-0219 or by e-mail at [eddemo@cde.ca.gov](mailto:eddemo@cde.ca.gov).

The CALPADS project is administered by the CALPADS Operations Office. Project questions can be sent to the CALPADS Operations Office at 916-324-6738 or by e-mail at [calpads@cde.ca.gov](mailto:calpads@cde.ca.gov).

The CSIS Program can be reached at 916-325-9210 or by e-mail at [support@csis.k12.ca.us](mailto:support@csis.k12.ca.us).

To obtain a copy of the Charter Schools Reporting Status Change Form, contact the CALPADS Operations Office at

CALPADS Operations Office  
916-324-6738  
Or  
[CALPADS@cde.ca.gov](mailto:CALPADS@cde.ca.gov)

To view the letter sent to Charter School Administrators visit the [CALPADS Communications Web page](#).

**Questions: CALPADS Operations Office | [calpads@cde.ca.gov](mailto:calpads@cde.ca.gov) | 916-324-6738**

California Department of Education  
1430 N Street  
Sacramento, CA 95814

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