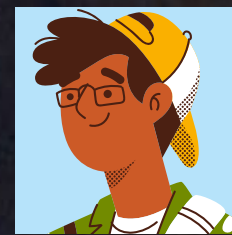AERIESCON
Spring 2024

Session 718
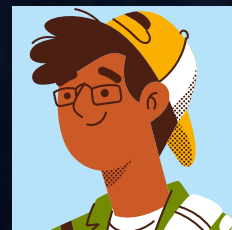
EOY 4 & 1 Certification

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Sandy Madrid |
Aeries Trainer

Alex Manriquez |
CSIS Analyst

Kyran Pagulayan |
CSIS Trainer

Nathaniel Homes |
CSIS Trainer

Agenda

01 Overview

02 EOY 4 Compliance

03 Reports

04 EOY 1 Compliance

05 EOY 1 Aeries Data Management
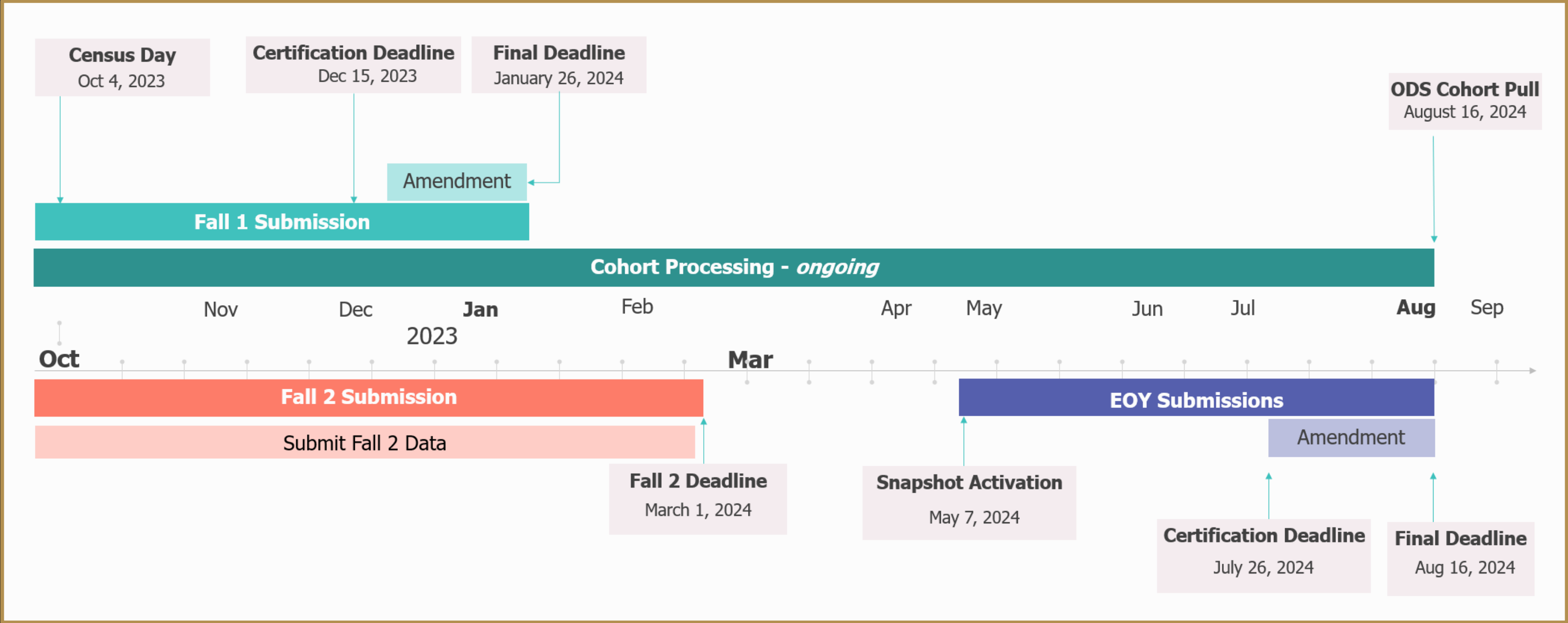
06 Reports

07 4 Year Cohort

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Data Collection Window for 2023-24

CALPADS Data Collections

Fall 1
As of census day

- 2023-24 Enrollment Counts
- 2022-23 Dropouts
- LCFF eligible students
- English Language Acquisition Status
- Language Instruction Programs
- Title III Immigrant Counts
- *Students with Disabilities*

Fall 2
As of census day

- Student Course Enrollments
  - Assignment Monitoring
- Staff Assignments and FTE
- Staff Non-Classroom Based or Support Assignments
- English Learner Education Services
- CTE Post Secondary Status

EOY 1
July 1–June 30

- Course completion for grades 7–12
  - Carnegie Units
- CTE participants and completers (Perkins Report)
- Work-Based Learning

EOY 2
July 1–June 30

- Program Participation

EOY 3
July 1–June 30

- Student Behavioral Incidents
- Student Absence Summary
- Cumulative Enrollment
- Homeless Program
- 2023-24 Grad & Completer Counts
- RFEP

EOY 4
July 1–June 30

- SWDS
- Meeting
- PLAN
- Services
- PSTS for SWD

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02 EOY 4 Compliance

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Data Collected

- Provide a count of students with disabilities by Education Plan Type and Primary Disability Category

- Provide a count of students with disabilities within each Primary Disability Category by Federal Setting

- (PSTS)

- Provide a count of SWD regarding employment and educational status after completely secondary education in the prior academic year (PSTS)

How is the data used?
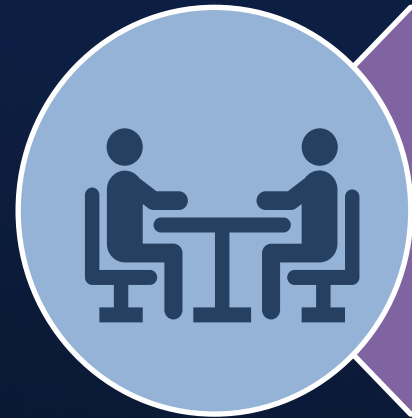
Special Education (SWDS, MEET, PLAN)

- Student counts for IDEA
- Special Education Monitoring
- DSEA – Dashboard accountability
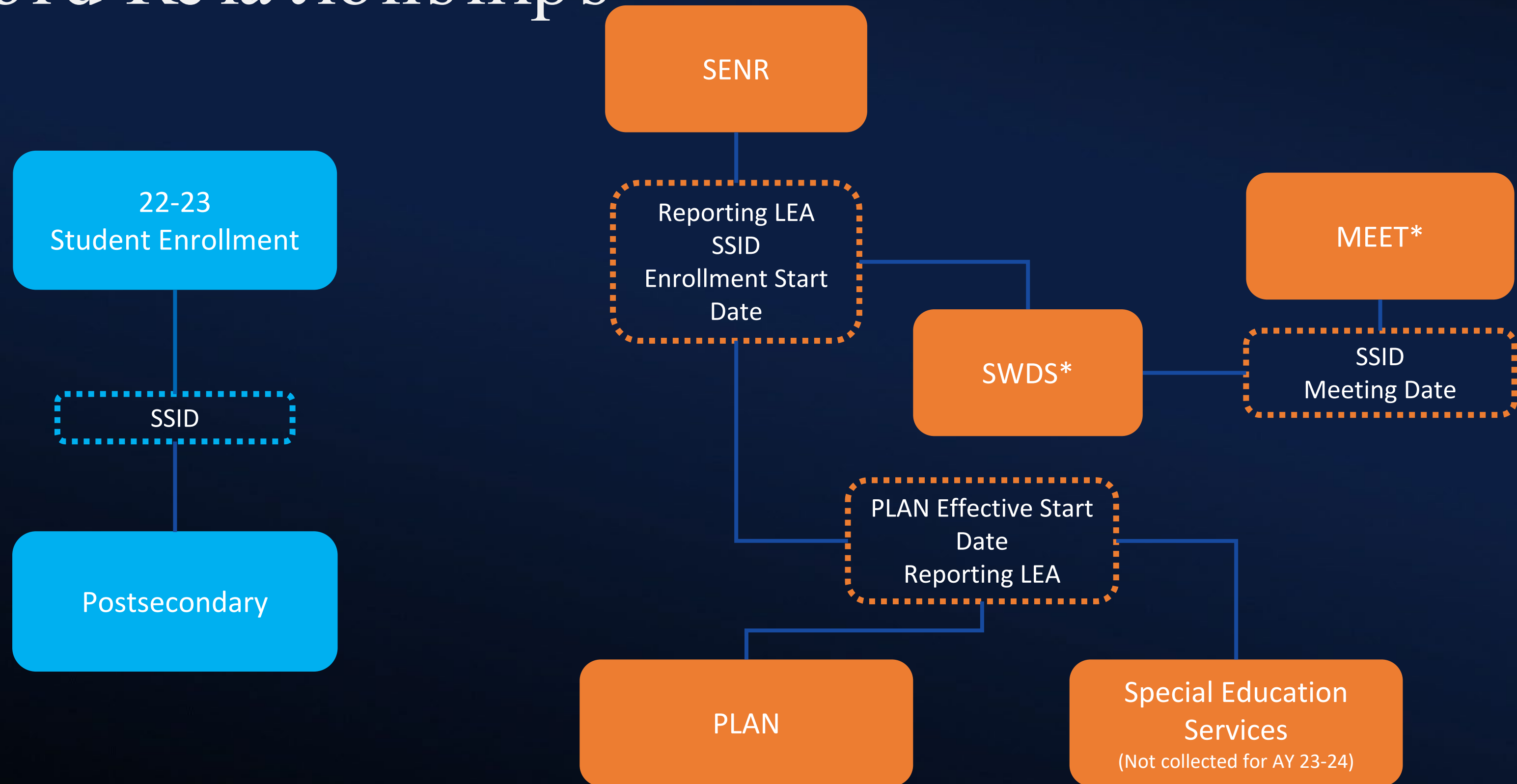
Special Education Services (SERV)

- No Collection this year
- Special Education Monitoring

Postsecondary Status (PSTS)
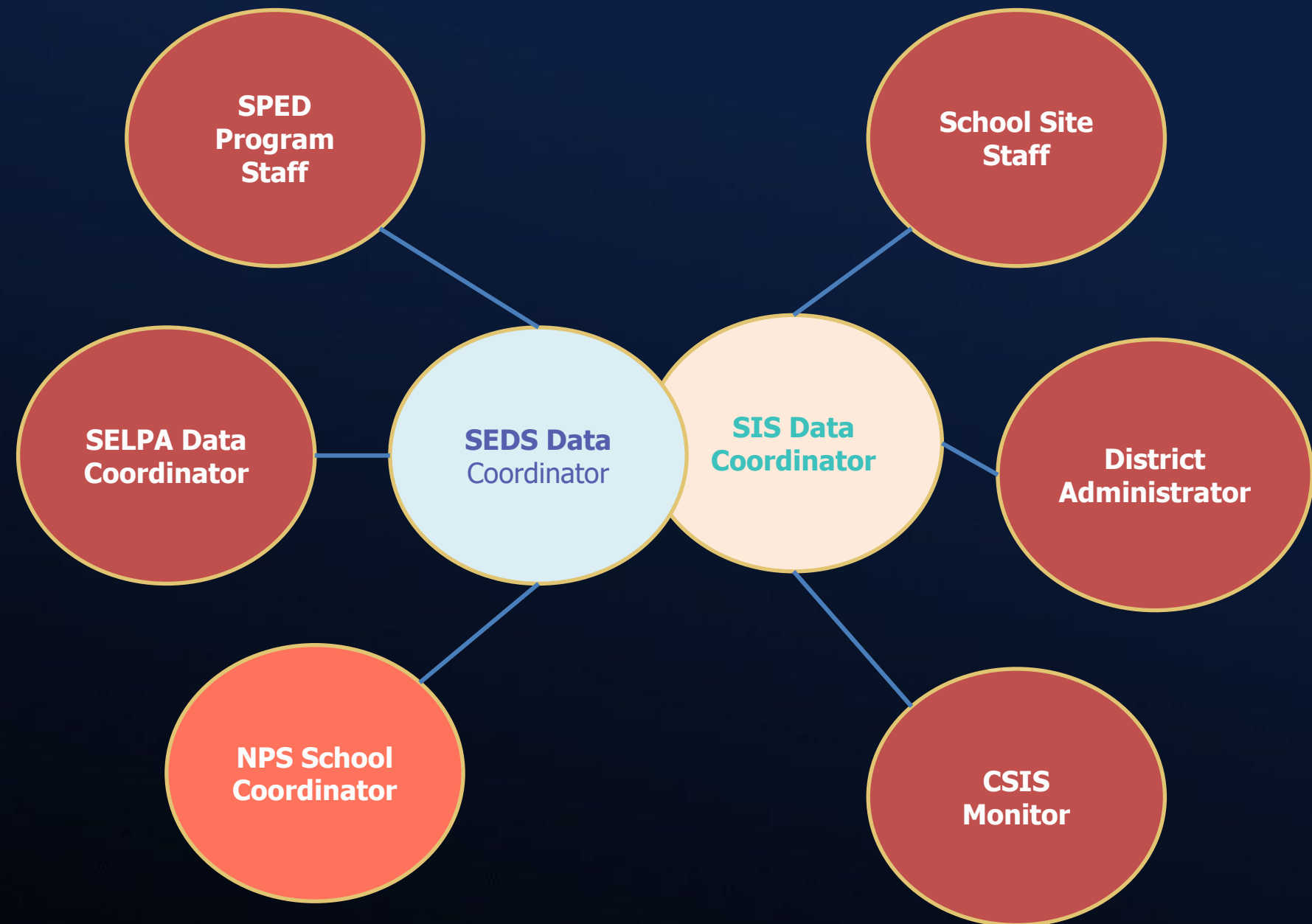
- Post-school outcomes for IDEA; outcomes of SWD who exited secondary education in 2022-23

Record Relationships

KEY Stakeholders

CALPADS LEA Admin Responsibilities

- Create and maintain Sped User Access
- Establish proper enrollment procedures for school sites to follow
- Provide CALPADS Support/ Resource to SPED Users
- Include SPED team in communication with CSIS Monitors

Which LEA is responsible for reporting data for students with disabilities in CALPADS?

- The LEA that provides the **MAJORITY** of instruction and special education-related services is the LEA that is responsible for reporting ALL data in CALPADS for students with disabilities.
- This is generally the LEA where the student attends school.

Resources:
- Reporting Data for Students with Disabilities:
https://www.cde.ca.gov/ds/sp/cl/swdreporting.asp
- Creating and Maintaining SSIDs for SPED Students
https://cde.app.box.com/s/9rek71pri0ummj65gez7pens2hgw825w
- SPED Office Hours
https://cde.app.box.com/s/uw4uzpdwh2uujyqhzc66uzgpkuo9xl8b

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Student Enrollment

Student Enrollment fields relevant to the SPED Submission:

- Reporting LEA – The 7-digit CDS code for the LEA providing SPED services.

- Enrollment status - Primary (10) for IEP, Non-ADA (50) for IFSP or ISP students.

- School of attendance - For NPS students use 0000001. For a private school, use 000000002. For a district level enrollment use 7-digit CDS code.

- NPS school of attendance – A valid CDS value or code "9999999" for Noncertified NPS schools.

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Best Practices for Obtaining Data Needed for SSID Creation

- For infant and preschool-age students, **require that parents complete the same enrollment packet that is required for TK-12 students**

- Some LEAs have indicated that getting all data required for a full student profile (all data needed for Student Enrollment [SENR] and Student Information [SINF] Files) is difficult for infants or preschool-age children who:
  - Are referred from regional centers
  - Are not attending a LEA-operated preschool program

- In these cases, LEAs should gather the MINIMUM data required to create a SSID in CALPADS

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What are the minimum data **REQUIRED** to create an SSID in CALPADS?

Minimally, the following data are required to create a SSID for a student in CALPADS:	
1.04 – Reporting LEA	1.12 – Student Legal Last Name
1.05 – School of Attendance	1.17 – Student Birth Date
1.06 – School of Attendance NPS (only if student is enrolled at an NPS School)	1.18 – Student Gender Code
1.07 – Academic Year	1.22 – Enrollment Start Date
1.09 – Local Student ID (district identifier assigned by student information system)	1.23 – Enrollment Status Code
1.10 – Student Legal First Name	1.24 – Grade Level Code

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Completing the Demographic Profile

- Once the SSID is created, LEAs MUST complete the demographic profile to view students on CALPADS Snapshot Reports, **however the inability to obtain a FULL demographic profile should NOT impede the creation of a SSID** needed to submit special education files to CALPADS

- The full demographic profile is submitted to CALPADS via the Student Information (SINF) File

How should enrollments be created for NEW students with disabilities?

Age	Enrollment Status	Enrollment Start Date	Grade Level	School of Enrollment
Zero to 35 months	50 – Non- ADA Enrollment	**Date of parental consent** for Part C initial evaluation	IN - Infant	District-level enrollment
3 to 5 years, preschool (public or private, *not served on IFSP by another LEA **at the time of initial evaluation***)	10 - Primary	**Date of parental consent** for Part B initial evaluation	PS - Preschool	Private preschool or no specific preschool CDS Code - District-level enrollment Preschool with specific CDS code – Enroll at preschool
3 to 5 years, preschool (public or private, *served on IFSP by another LEA **at the time of initial evaluation***)	10 - Primary	**Date of child's third birthday**	PS - Preschool	Private preschool or no specific preschool CDS Code - District-level enrollment Preschool with specific CDS code – Enroll at preschool
5-21, Kindergarten (inc. TK) through 12 (public)	10 - Primary	**First day of enrollment**	K-12 – Kindergarten through 12	School of enrollment
5-21, Kindergarten (inc. TK) through 12 (private)	50 – Non- ADA Enrollment	**Date of parental consent**	K-12 – Kindergarten through 12	School 0000002 – Private School Group

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Maintaining Enrollments for Newly Evaluated Students

- **If after initial evaluation, the student was determined to be eligible and participating**:
  - Enrollment should be maintained for the duration of the academic year and then exited at the end of the year
- **If after evaluation, the student was**:
    - **determined ineligible** or
    - the **parent declines** special education and services, or
    - the student **will not participate** in special education and services for **other reasons**, then
  - the enrollment can be exited with a No-Show (N470) and Exit Date should equal the Enrollment Start Date

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Exiting Enrollments for SWDs

Age	Enrollment Status	Grade Level	Eligibility Determination	Exit Code	Exit Date
Zero to 35 months	50 – Non- ADA Enrollment	IN - Infant	Eligible and participating	E170 – Non- Primary Enrollment Exit	Exited annually at the end of the year
3 to 5 years, preschool (public or private)	10 - Primary	PS - Preschool	Eligible and participating	E450 – Pre-K Exit OR any other appropriate exit	Exited annually at the end of the year
5-21, Kindergarten (inc. TK) through 12 **(public)**	10 - Primary	K-12 – Kindergarten through 12	Eligible and participating	Appropriate exit code	Exited annually at the end of the year
5-21, Kindergarten (inc. TK) through 12 **(private)**	50 – Non- ADA Enrollment	K-12 – Kindergarten through 12	Eligible and participating	E170 – Non- Primary Enrollment Exit	Exited annually at the end of the year
ALL	ALL	ALL	Not Eligible or Not Participating	N470 – No Show	Same date as Enrollment Start Date

Adult-age SWD in a transition program?

- Students with an active IEP are eligible to receive services until one of the following happens:
  - The student graduates with a standard high school diploma (E230 – Completer Exit/100 – Standard High School Diploma); OR
  - The parent/guardian revokes consent for special education and services; OR
  - The student turns 22 years old
- If a SWD does not receive a standard high school diploma in their initial cohort year and the student:
  - Will remain enrolled in pursuit of a high school diploma
    - Enroll student annually at school of residence
  - Will remain enrolled solely for transition services and is not in pursuit of a high school diploma – even if student enrolls in an adult program
    - Enroll student at the district-level in CALPADS (grade level of 12, Primary Enrollment [10])

Field 1.34 – Adult Age Student with Disabilities in Transition Status is captured in the Student Enrollment (SENR) File which comes from the SIS
    Required to be populated if:
        Student age >= 17; AND
        Grade level = 12; AND
        Special Education Status = 1 – Eligible and Participating AND
        Special Education Plan Type = 100 – Individualized Education Program

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Postsecondary Status

The Postsecondary Status (PSTS) file is used by LEAs to submit postsecondary outcome data to CALPADS for students who have exited secondary education in the prior school year.

- LEAs should only submit Postsecondary Status (PSTS) records for students with disabilities with Education Plan Type 100 (IEP) who exited secondary education in the prior year, with the exception of a few circumstances.

- Do not report those students who:

  - returned to regular education

  - transferred to another program, or

  - are deceased

Which students require Postecondary status in EOY 4?

Students who exited secondary education in 22-23 with one of the following exit or school completion status codes and who did not re-enroll in 2023-24:

School Completion Status Code

- Graduated, standard HS diploma (100)
- Students with Disabilities Certification of Completion (120)
- Adult Ed High School Diploma (250)
- Received a High School Equivalency Certificate (and no standard diploma) (320)
- Passed CHSPE (and no standard diploma) (330)
- Completed grade 12 without completing graduation requirements, not grad (360)

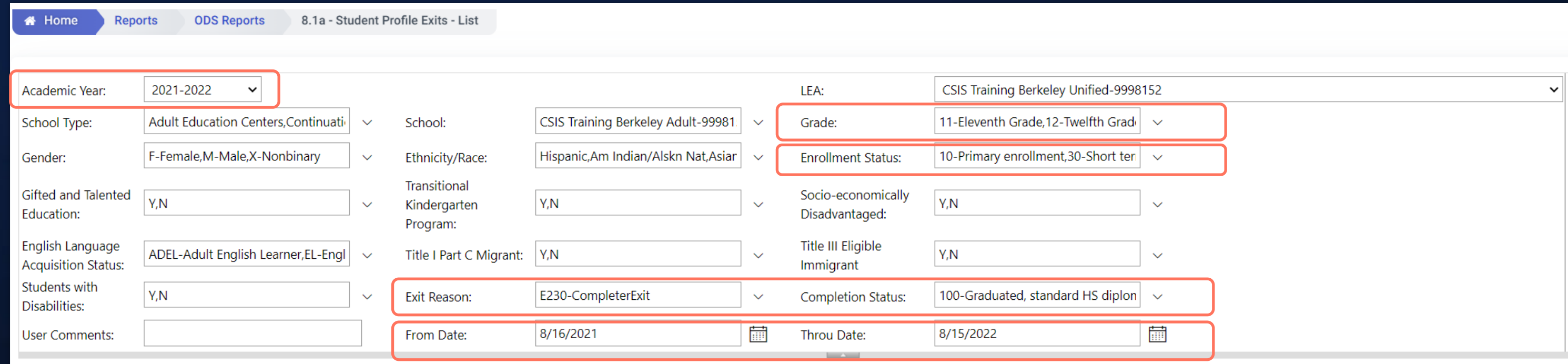Or alternatively, if a student exits using one of the following exit reasons:

- No known Enrollment – Truant (E140)
- Prior completion of Special Education (E125)
- Expelled No known Enrollment (E300)
- Other or Unknown (E400)
- Medical Reasons (E410)
- Transferred to College (T280)

Resources:

[User Manual PSTS Page](#)
[PSTS Survey Template Guide](#)
[PSTS for SPED Survey Template](#)

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Identifying Student Survey List

Step 1: Find students who exited with a Completion status in 2022-23

- Use ODS report 8.1a Student Profile – Exits

- Apply the following filters:
  - Academic Year: 2022-23
  - Enrollment Status: 10, 30
  - Grades: 12 and 11
  - From Date: 8/16/2022
  - Through Date: 8/15/2023

- Exit Code: E230

- School Completion Status = 100, 120, 250, 320, 330, or 360

Step 2: Find students who exited secondary education in 2022-23

- Use ODS report 8.1a Student Profile – Exits

- Apply the following filters:
  - Academic Year: 2022-23
  - Enrollment Status: 10, 30
  - Grades: 12 and 11
  - From Date: 8/16/2022
  - Through Date: 8/15/2023

- Exit Code= E140, E125, E300, E400, E410, T280

Postsecondary Status

The Postsecondary Status Code represents the student's postsecondary status after exiting secondary education.

200 - Enrolled in a Four-year college/university
210 - Enrolled in a community college
220 - Enrolled in a vocational or technical school (two year degree program)
300 - Enrolled in a High School Equivalency Test Preparation Program
310 - Enrolled in a vocational or technical school (certificate program)
320 - Enrolled in a Regional Occupational Program (ROP)
330 - Enrolled in a Work Force Innovation and Opportunity Act (WIOA) Supported Program
340 - Enrolled in a Non-Workability Employment Program
350 - Enrolled in an Adult Training Program
400 - Military Enlistment
900 - Incarcerated
910 - Competitively Employed
920 - Not Competitively Employed
930 - Other employment
940 - Other
950 - Not able to contact
960 - Refused to answer

Certification **Workflow**

Error Correction

- Resolve Cert errors and CDDs before reviewing reports.
- Refer to the downloadable CALPADS Error List on suggested resolutions

2

Report Review

3
- Generate reports and disseminate to appropriate staff responsible for the data.
- Utilize report mapping guide to check for data inclusion and column count source

CERT Error Correction

Review Reports

LEA Submission Process

LEA Approval

SELPA Approval

Submit files

- All files are submitted from your SIS
- Any corrections should be done in the SIS system and resubmitted to CALPADS.

1

LEA & SELPA Approvals

4
- Generate reports and disseminate to appropriate staff responsible for the data.
- Review all aggregate reports to activate checkbox
- Check box to activate approval button
- Click on LEA Approve to signal SELPA your data is ready for their approval

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Certification Details

03 EOY 4 Reports

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CERTIFICATION REPORTS

All Reports will be available to both LEA and SELPA Users

LEGEND

Aggregate Report

Supporting Report

Report 16.12
Students with Disabilities - Education Plan by Disability (EOY4)

Report 16.14
Students with Disabilities - Plan Student list (EOY4)

Report 16.13
Students with Disabilities - Federal Setting Count (EOY4)

Report 16.22
Students with Disabilities - Non-Participating Status Report – Count (EOY4)

Report 16.23
Students with Disabilities - Non-Participating Status Report - Student Details (EOY4)

Report 17.3
Postsecondary Survey Outcome for SWDs - Count

Report 17.4
Postsecondary Survey Outcome for SWDs - Student List

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Report 17.3 - Postsecondary Survey Outcome for SWDs - Count

Reports the total number of students with disabilities identified in the Postsecondary (PSTS) survey outcome.

Report 17.4 Postsecondary Status-Student List

Reports the details for students with disabilities identified in the Postsecondary (PSTS) survey outcome

Report 16.21 – SWDs – Overdue Plan Review and Revaluation Meetings Student List

- Report mapping guide:
  https://documentation.calpads.org/Reports/Accountability/Report16.21_StudentswithDisabilities%E2%80%93OverduePlanReviewandReevaluationMeetingsStudentList/
- Released February 13, 2024
- Students appear in this report if the students:
  – Are enrolled in your LEA as of the Report As Of Date
  – Have a Primary(10), Short-Term (30) and Non-ADA(50) enrollment status
  – Are in grades: PS, TK – 12
  – Most recent Special Education Status in the SWDS file = 1 - Eligible and Participating - regardless of LEA
- **Note**: Students whose most recent enrollment has Exit = E155 or E156, students are considered to still be enrolled

Resources: https://cde.box.com/v/calpadsmonitoringreport1621

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Things to look for...

- Download report in CSV format – no filters applied
  - **Filter for Overdue meetings**
    - sort descending by Days Elapsed Since Meeting
      - Are any historical MEET records missing for these students? If so, you should ensure the meetings are created in online maintenance
      - Have any of these students exited special education? If so, ensure their SWDS reflects the exit
    - If meeting has not been held, submit MEET record with Pending As of Date and Meeting Delay Code populated
    - If meeting has been held, submit MEET record reflecting the date of the meeting
  - **Filter for Meetings Held Late without a Meeting Delay Code**
    - Ensure the appropriate delay code is submitted
  - **Filter report for different SELPA names**
    - This is an indication that a student is on an active IEP, but your LEA has not adopted the plan OR if the student has exited special education, the exit has not been submitted

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CDE SPED Office In-Person Spring Roadshows

- Registration links will be posted this week – announcement will be made this week on the Sped Data Support listserv

o April 17th – Fresno COE

o April 18th – Madera/Mariposa COE

o April 23 – Riverside COE (a.m.) and San Bernardino (p.m.)

o April 24 – Los Angeles COE (Santa Fe Springs a.m.) and Orange County (p.m.)

o April 25 – San Diego COE

o May 2 – Sonoma COE

o May 6 – Sacramento COE

o May 7 – Santa Clara COE

o May 14 - Statewide virtual session

o May 20 – Ventura COE

Summary

- EOY 4 requires the SWDS, MEET, PLAN, and PSTS records be posted
- Student with disabilities data should be updated on an ongoing basis throughout the year
- The data in EOY 4 is reflective of the entire academic year
- The PSTS file is created from survey results from SPED students who left school in the previous academic year without subsequent enrollment

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04

EOY 1 Certification

Course Completion
Career Technical Education
Work-based Learning

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Purpose

The EOY 1 data collection provides is aligned with state and federal legislation

WIOA
- Pre-Employment Transition Services

ESSA
- College & Career Readiness (CA School Dashboard)

Perkins V
- Work Experience
- CTE Pathways
- CTE Completers

IDEA
- Mandate for Transition Services
- Postsecondary Goals (Independent Living, Employment Training)

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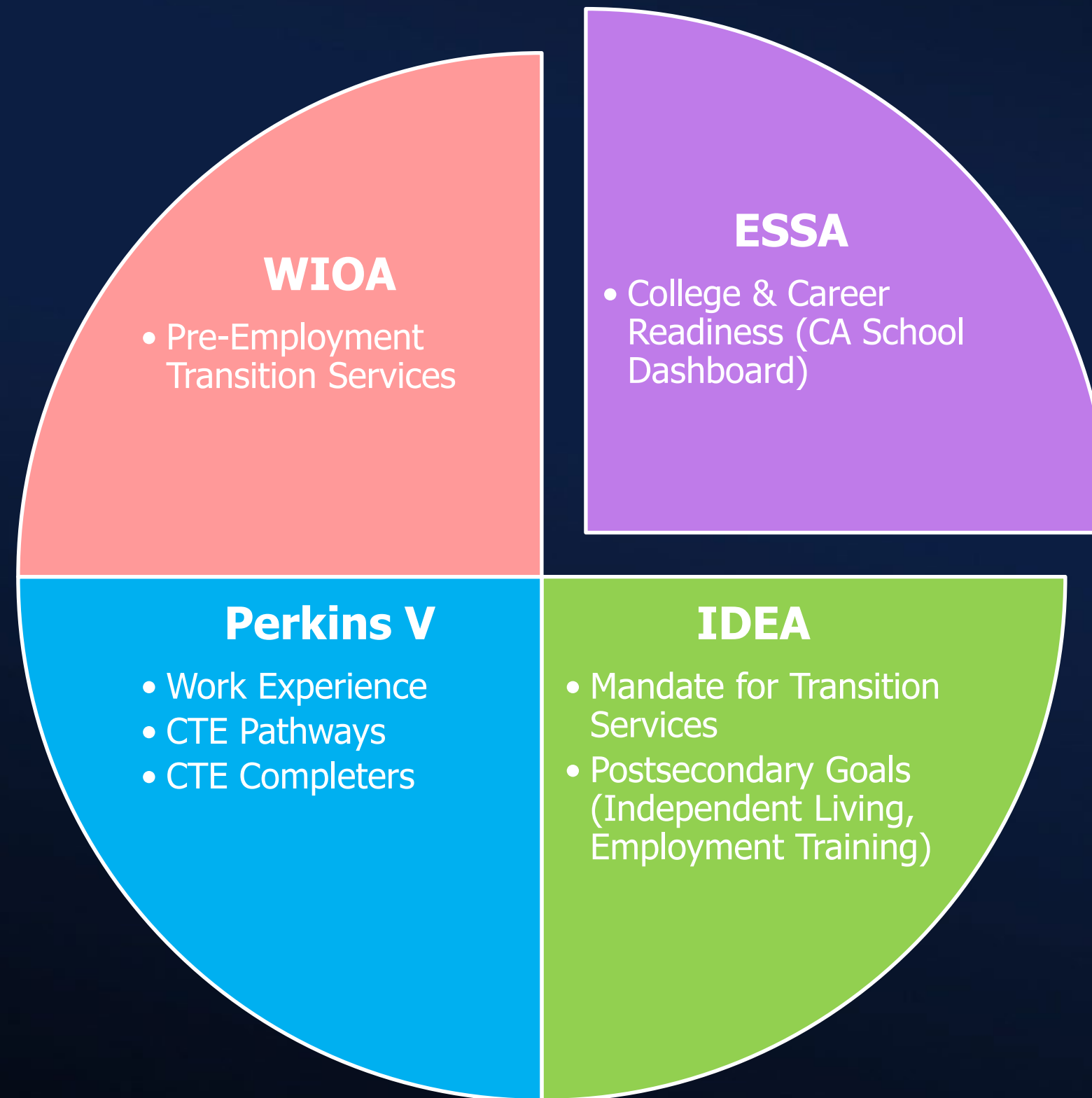
Data Collected

- **Student Enrollment (SENR)**
  - Seal of Biliteracy, Golden State Seal, A–G Completion
- **Teachers Demographics (SDEM)**
  - (SEIDs)
- **Course Completion (CRSC)**
  - State Course codes
  - Course Attributes (AP/IB, College Credit Course, Met UC/CSU Req, HQ CTE)
  - Postsecondary Articulated Course Indicator
- **Student Course Completion (SCSC)**
  - a-g Requirements
  - Credits
  - Grades
  - Carnegie Units
- **CTE (SCTE)**
  - Pathways
  - Completers
- **Work-based Learning**
  - Work-Based Learning Types
  - Internship Attributes
  - Hours

Files Submitted

- Student Enrollment **(SENR)**
- Staff Demographics **(SDEM)**
- Course Completion **(CRSC)**
- Student Crs. Completion **(SCSC)**
- Student CTE **(SCTE)**
- Work-based Learning **(WBLR)**

Staff Involved with Submission

- Site Staff
- Registrars
- Program staff
- CTE
- Site Administrators
- Student System Support Staff

Record Relationships

Staff Demographics

SEID

Student Enrollment

Course Section Completion

SSID

SSID

Work-Based Learning

Course Section ID

Course Pathway Code

Student Course Section Completion

Student Career Technical Education

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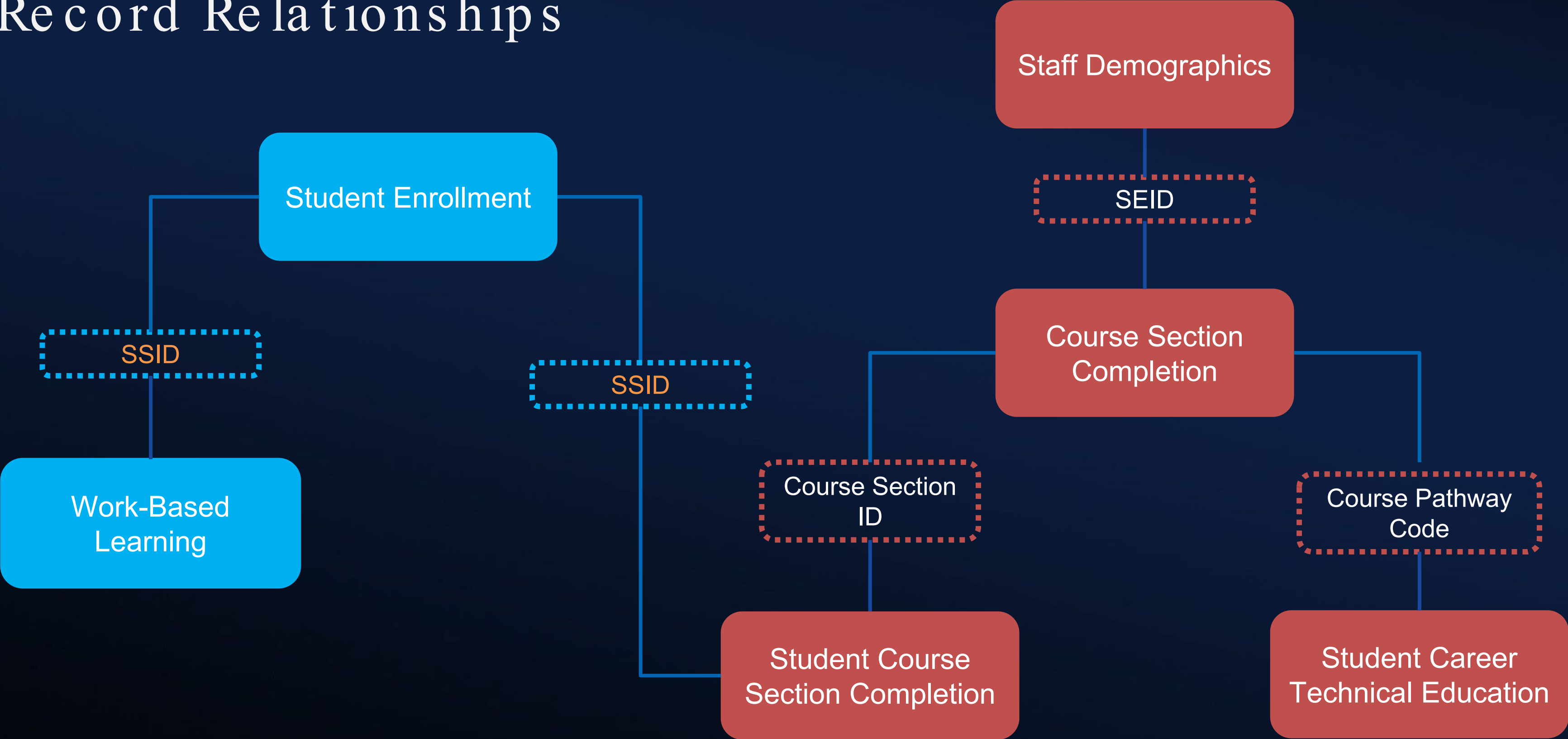
Course Completion

- LEAs must submit information on courses that students have completed during the year.
- Course completion data is required for students in departmentalized classroom settings in grades 9–12 attending traditional schools.
- Grades, credits attempted, and credits earned are only required for grade levels 9–12
- Submit student course completion data from all official grading periods for the school year
- By submitting course completion data for students in departmentalized courses in grades 9 – 12, LEAs identify CTE participants.
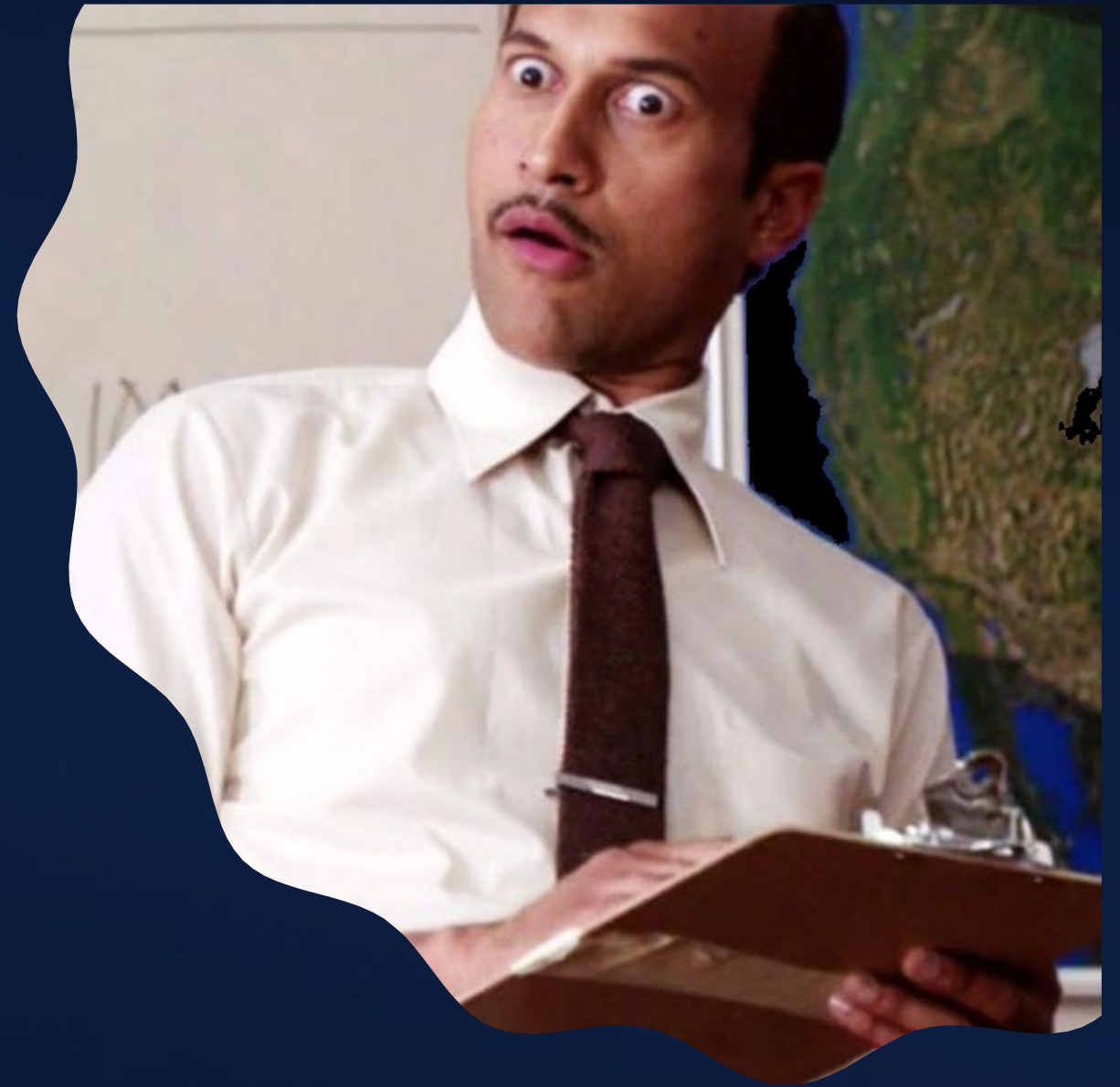
Staff Demographics

The key field is the SEID. The SDEM provides the SEID for teachers. Every course section requires a SEID to be reported

Data Management in Aeries

So where do we start?

SDEM

File submitted to report Teaching Staff hired AFTER Census date

Staff Assignment (SASS)data is not collected for EOY 1. No need to submit the SASS file as you did in Fall 2. Assignment Monitoring will NOT be collected from EOY 1

The data collected are for Teachers responsible for course completion, the teacher-of-record who issued grade marks and credits at the end of school year

Note: SDEM is an update file at EOY 1, unlike full replacement file at Fall 2

CHECK...
To see if your school type is optional or required to report EOY 1 certification

Supporting Documentation for Staff data management
https://support.aeries.com/support/solutions/articles/14000093520-staff-data

CRSC Attributes

Course Content

The State course code describes the course content and identifies:

- CTE Courses
- College courses
- Leadership/Military Science courses

High Quality CTE Courses

- Courses that have been developed with the CTE Pathway Standards (even standalone courses)
- Are taught by a CTE-credentialed teacher
- Example: CTE-IG funded

College Courses

A subset of courses that are identified either through

- Specific state course codes designate college courses
- Non-Standard Instructional Level code used to identify college CTE courses
  - 23 – College Credit only
  - 24 – Dual Enrollment

CTE Attributes

- Data submitted in the CRSC and SCSC files as part of the EOY 1 submission are used to identify whether students in the 4-year Adjusted Cohort Graduate Rate (ACGR) are prepared for college/career as measured by the College/Career Indicator (CCI) on the California School Dashboard.

Reporting CTE & AP/IB Courses

- CRS-State Course Codes in the range of 7000 – 8999 identify CTE Courses.
  - High Quality CTE Course Indicator – Indicates courses taught by CTE credentialed staff (CTEIG, Perkins funding).
  - If course is also intended to be AP/IB Course, the Code Cross Reference field should be populated with the corresponding AP/IB State Course Code

College Courses That Should Be Reported

CTC/ CALSAAS Definition:

College-level courses are those where the LEA/school has courses open for students to enroll in. This **is not when a student takes a college course independently on their own** that has no association or oversight with the school/LEA

2023 Dashboard Technical Guide Definition:

Dual or concurrent enrollment programs are innovative **partnerships between public schools and local community colleges** that allow high school students to earn both high school and college credit as part of an alternative education option

Reporting College Courses

There are limited state course codes used for college courses.

- CRS-State Course Codes in the range of 7000 – 8999 identify CTE Courses.
  - CTE Postsecondary Articulated Course Indicator Y/N
  - Non-Standard Instructional Level code used to identify college CTE courses
    - 23 – College Credit only
    - 24 – Dual Enrollment
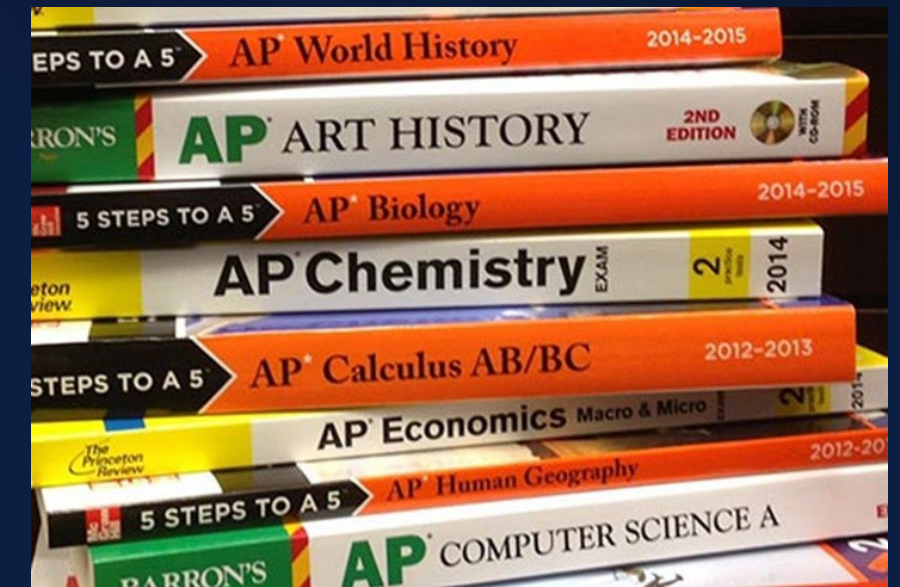
OR

- All college courses that are not CTE should have "College credit course" in the CALPADS name (e.g., College Credit Course – English)
- College courses are reported with codes 9020, 9082, 9096, 9120, 9154, 9200 ,9227, 9273, 9303, 9358.

Data Management in Aeries

CRSC

With the Fall 2 Submission, the validation of course (CRS) data should have covered many of your course information.

Completion Course Data (CRSC) will Extract from the courses that students show on Student Transcript (HIS) page

Additional data collected for EOY 1:
Grade Marks
Credits Earned
From completed coursework 9-12 and optional submission for Grade Marks only for 7-8. This data ONLY collected from student transcript (HIS table), submitted from SCSC file

No collection for
- Elementary or Elementary w/MST Schools where GRD - grade marks or HIS student transcript are NOT used or populated

Data Management Courses Page
General Tab
- State Course Codes
- State Course Codes for College Courses
- Course Credits (CRS or MST)

Other Tab
- Voc Ed Lvl (for defining CTE Pathway level)
- CRS Lvl (CTE in Higher Education)
- College Credit only
- Dual College Credit (College and High School)

California Specific Fields
- State Course Code
    - General Education
    - College Level Course
    - AP/IB Course Code Cross Ref. to CTE (CRS or MST)
- UC/CSU defined, and Validations defined
https://support.aeries.com/support/solutions/articles/14000086568-uc-csu-course-validation

Let's not Forget…
EOY 1 data used for accountability purposes

Students Completion in…
College Courses
UC/CSU Courses
CTE Completions

Which defines Students Preparedness
College and Career Indicators (CCI)
CTE Funding

		Other	NCLB Specific Fields	California Specific Fields	Correspondence Language
Prerequisite Crs	Content Standard Area	Trad Gender	Voc Ed Lvl	Voc Subj	Crs Lvl	Type
	▼	▼	03 ▼	▼	▼	33 ▼

...andard Area	Trad Gender	Voc Ed Lvl	Voc Subj	Crs Lvl
▼	▼	03 ▼	▼	24 ▼

22 Bridge
23 College Credit Only
24 Dual Credit

General	Other	NCLB Specific Fields	California Specific Fields	Correspondence Language

California Specific Fields

	Subject Area	Elective?	Honors?	Validation
CSU Entrance:	– Not CSU Requirement	–		–
UC Entrance:	– Not UC Requirement	–		–
	State Course Code (for state reporting)	New State Course Code (for transition, not state reporting)		CSF List
	8021- Advanced Food Service and Hospitality (Capstone)	–		– Not on CSF Lists
	Crs Content Subcategory	Std Grade Range	Content Standards Alignment	
		Secondary 9-12	Current Content Standards	
	AP/IB Crs. Code Cross Ref.		Charter Non-Core	

2017-2018   Screaming Eagle High School ⌄   admin ⌄ ❓

Graduation/College Readiness Dashboard

Calculate Graduation And College Entrance Requirements for All Students

[Calculate Graduation Status]   → [Calculate College Entrance Requirements]

Filter by Counselor [All Counselors ▼]

Graduation Status Summary | Graduation Status Summary by Subject Area

On Track Student Graduation and UC/CSU Eligibility Percentage By Grade Level

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Student Course Section Completion

The SCSC records identify the completion data for students from all official grading periods for the school year.

- **Grades** - the final grade a student received
- **Carnegie Units** – high school unit for approximately 120 hours of instruction
- **Credits Attempted** - the credits attempted by a student for a course
- **Credits Earned** - the credits earned by a student completes a specific Course

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Data Management in Aseries

SCSC

Completed courses for the school year and Grade Marks and credits finalized on Student Transcript page (HIS table)

Data Management and Expected data mapping
- Student having enrollment in classes within the reporting year (SEC and CAR)
- Student given Grade Marks from completed course work (GRD) or final terms
- Grade Marks copied to Student Transcripts (HIS)

No Master Schedule or Student Classes assigned
- If your school does not manage student classes you will need to manually enter the section data, including Teacher of Record on student transcript

CALPADS only wants to know which courses were completed during the current school year. This is applicable to high schools, middle schools and junior highs. At the 7-8 grade levels, the Mark received is required, the Credits populated is not required. It is important to use the Aeries Grade Reporting process to populate grades and transfer the grading data to Transcripts (HIS). By using the Aeries Grade Reporting process, the system is able to track the Section School (HIS.SSE), the Master Schedule Section Number (MST.SE) and the Staff ID (MST.SID) when a Mark has been issued and meet the CALPADS collection requirements.

The following list identifies the conditions for a record to be included in the SCSC file:
- Skip schools with a school type of Elementary (LOC.E = 1) elementary only
- Students must have and SSID (STU.CID).
- Student grade level translated to grades 7-12.
- Student must have attendance enrollment during the school year.
- Student Grade Reporting (GRD) data has been copied into Transcripts (HIS).
- The school information on the transcript record must:
    - Match the current school (MST.SC = STU.SC) this means no transfer data will extract to SCSC file contained on the student transcript
    - If the student has a Reporting Home School (STU.HS) populated, match the CDS of the Reporting Home School.
- The HIS record must be from the current school year.
- History Marks (HIS.MK) of "blank" and "X" will be skipped.
- History Section School (HIS.SSC) must be a valid school number.
- History Section (HIS.SE) must match to a valid section in the Master Schedule (MST).
- The Course (MST.CN) must be a valid course in the Course (CRS) file.
- Course records with number 6012 (Non-CBEDS Course) will be skipped.
- History Terms (HIS.TE) must be greater than or equal to 0 and less than or equal to 8.

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Data Management in Aries

Districts are not required to report college credit course. However, it is beneficial for the CCI (College/Career Indicators) Dashboard. For more complete information related to college course and management please follow this link:

EOY FAQ for more detailed information and data entry
https://support.aeries.com/support/solutions/articles/14000125990-eoy-1-faqs#What-are-the-requirements-for-course-completion-data?

What are College Credit and Articulation Courses?

A **College Credit** course is **any** course that a student takes and earns college credit. Districts are not required but *can* give the student high school credit. The course can be any articulated or non-articulated core academic or a CTE course for which a student earns college credit upon successful completion of the course with a C- or better. College Credit Courses can count for high school **and** college credit; and courses can count **only** for college credit.

An **Articulated** course is a course that has a written agreement in the form of an Articulation Agreement or Memorandum of Understanding (MOU) between the high school teacher and a post-secondary school. If there are conditions, such as if the student will **only** earn college credit if enrolled at the post-secondary school with whom the agreement was drafted with, the course is not considered college credit. It is simply an articulated course.

Be sure to add the College to your CHI table

Course History Institutions

	Go

Code	School Name
17099	Soaring Eagle College

On Course page-Other Tab - 23 - College Credit Only- A college-level, college credit bearing course in which a student receives only college credit upon successful completion.

Note: Courses with a **Course Level** of "23 – College Credit Only" are not included in the GPA calculation
- A new **Transcript Definition** option has been added under the **Record Details** pane that can be applied to any Transcript Definition: **Hide College Credit Only Courses (CRS.CL = 23)**
  - Hide Credits on transcript, and leave course and college on transcript
  - Hide entire record completely from transcript

On Course page-Other Tab - 24 - Dual Credit- A college-level, college credit bearing course in which a student receives high school credit and may also receive college credit upon successful completion of any other specific requirements.

2023-2024 | Soaring Eagle College — Grade 12 | Fall

	Schl	Year	Tm	Grd	Crs ID	Std Course Title	RT	CP	N/H	Mark	Atmp	Comp	Special Crs Title	Indicators	More
✏	17099	2023-2024	1	12	DECIS2	SEC-CIS-200		P	H	B	10.00	10.00			More
✏	17099	2023-2024	1	12	DEENSC	SEC-ENSCI		P	H	B	10.00	10.00			More

2023-2024 | Soaring Eagle College

	Schl	Year	Tm	Grd	Crs ID	Std Course Title	RT	CP	N/H	Mark	Atmp	Comp
✏	17099	2023-2024	1	12	DECIS2	SEC-CIS-200		P	H	B	10.00	10.00

Enrolled: 0   Absences:0   Present: 0
Excused Abs: 0   Unexcused Abs: 0   Suspended: 0   Tardy: 0
Citizenship: Section School: 0   Section: 0   Staff: Date of Completion:

Dual Enrollment Credit School (College Level Courses): 994 - Screaming Eagle High School

College Credit Hours: 3.0

Characteristics:

NOTE: School of Dual Enrollment (HIS.SDE) and **College Credit Hours (HIS.CH)** must be filled out in order to extract college courses properly. These fields are very important as they are trigger fields for the college courses. They are not report-able fields, only a trigger to make sure the **CL** is flagged as 23 or 24 in the **CRSC/SCSC** files.

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Student Career Technical Education

SCTE records are used to submit student data for those who completed a CTE pathway. Fields that provide info include:

- **CTE Career Pathway code** - sequence of CTE courses
- **CTE Pathway Completion Academic year ID** – the Academic Year in which a specific CTE Pathway was completed

CTE Student Groups
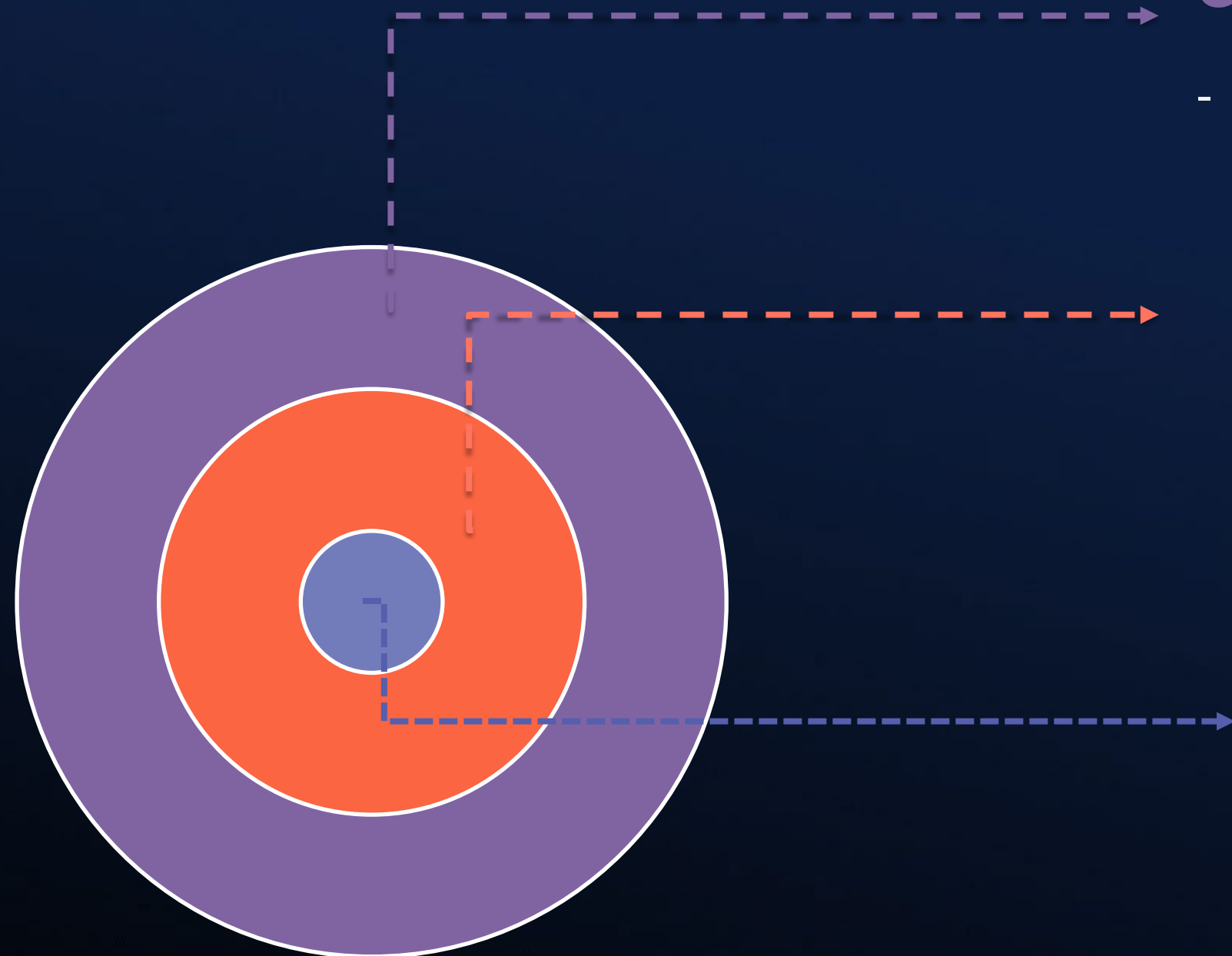
CTE Participant:

- The CDE counts as a participant, any student who has completed a CTE course (includes CTE Non-completers and Completers).

Non-Completer Participant: Is a student who:

- has completed a CTE course who may or may not be participating in a pathway but does not meet the definition of a CTE completer below
- Reported and determined through the CRSC and SCSC records

CTE Completer: A CTE completer is identified locally and is a student who has:

- completed a minimum of 300 hours in a state-approved CTE pathway and has successfully passed the capstone course in that sequence with a grade of C minus or better.
- Reported through submission of the CRSC, SCSC and SCTE records

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Mapping CTE information

Below is a summary of how different CTE student groups are reported in CALPADS.

CTE Participants

Non-completers

CRSC	SCSC	SCTE
• Report CTE course • State course 7000-8999	• Submit SCSC associated to the CTE course	• Do not submit SCTE

CTE Pathway Completers

CRSC	SCSC	SCTE
• **Report Capstone course appropriate to CTE Pathway** • State course 7000-8999	• Submit SCSC associated to the CTE course	• Submit SCTE • Report CTE Pathway Code • CTE Pathway Completion Academic Year ID **must be populated** • CTE Pathway Completion Academic Year ID must be current year.

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Data Management in Aeries

SCTE

CTE Data Management
Data will pull from the Completion Indicator Year as entered on the Career Pathway data for students

Reporting Change:
Concentrator data is no longer required for CALPADS. Local processes can remain the same for Career Pathway Management at the Student Level

Data elements related to CTE
(Reference previous slides)
- State Course code = 7000 – 8999
- Course Voc Ed Level (local indicator - Code 3 would identify the last course in series)
- CRS Type= CTE in Higher ED or Postsecondary Articulated Course Indicator
- High Quality CTE Crs (MST)
- CTE Course Section Provider Code (MST)
- AP/IB Course Code Cross Reference

Link to Aeries Cross Reference Page - SCTE
https://support.aeries.com/support/solutions/articles/14000100649-calpads-cross-reference-by-extract#SCTE-Student-CTE

Career Pathways Management

Select a Career Pathway: Food Service and Hospitality (201) ☐ Show All Available Pathways

Courses In This Pathway ☐ Require Introductory Course ⊕ Add

	Course	Level	Year	Comment
✏️	0505 – Creativ Cooking Active	1 - Introductory	1	
✏️	0858 – ROP Food Mgmt Active	2 - Concentrator	2	
✏️	0860 – ROP Food Srv Oc Active	3 - Completer	3	

Students In This Pathway

☐ Select All ⊕ Mark As Completers ○ All ○ Non-Concentrators ○ Concentrators ● Completers

Name	ID	Grade	Year Conc...	Year Com...	Curre... Course	Completed Course(s)
Barillas, Andrew Galen	9940...	11	2019-2020	2020-2021	ROP Food Srv Oc,	Creativ Cooking (GR:C, CR:5, YR:18, TE:1, LVL:1) ROP Food Mgmt (GR:C–, CR:5, YR:19, TE:1, LVL:2) Creativ Cooking (GR:B–, CR:5, YR:18, TE:2, LVL:1) ROP Food Mgmt (GR:B, CR:5, YR:19, TE:2, LVL:2)

11	Counselor	Taylo...
16	Language Fluency	English Only
Male	CorrLng / RptgLng	English / English
3/20/2004	Interdistrict Status	

Food Service and Hospitality (201) ⊕ Add

Pathway Details

Pathway: Food Service and Hospitality (201)
Completed: ☑
Comment:
Change

History ⊕ Add

	Academic Year	Level	School	Comment
✏️	2020–2021	3 – Completer	Screaming Eagle High School	
✏️	2019–2020	2 – Concentrator	Screaming Eagle High School	

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Work - based Learning

Work-based learning is an educational strategy that links school-based instruction with activity that has consequences and value beyond school. LEAs should report the Work-Based Learning program/activity in the year that the program or activity was completed. The WBLR records should be submitted for students in any grades 9-12

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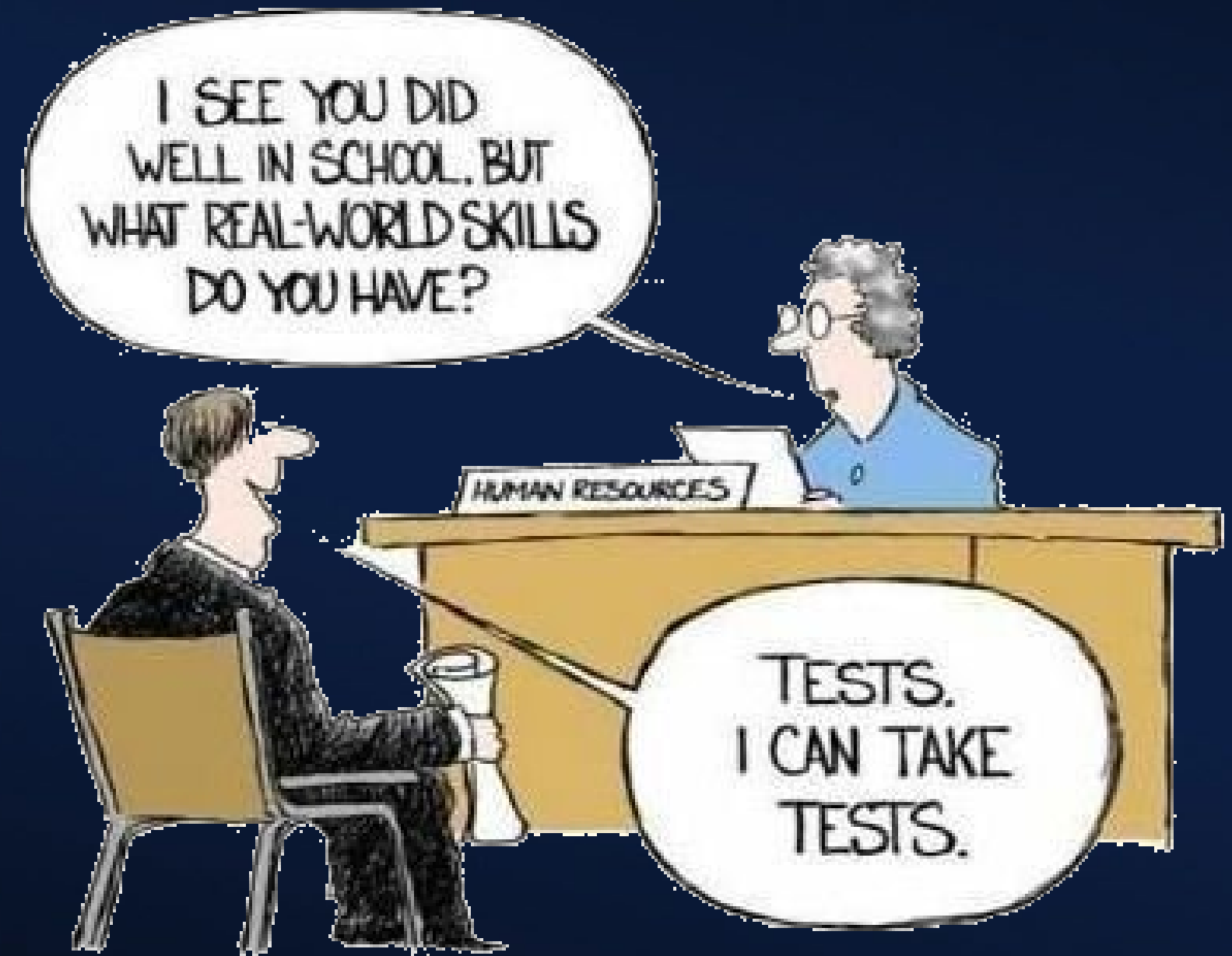
WBLR Type Code

The WBLR Type Code represents the work-based learning that the student completed

Code	Name
10	Internship
15	Student-led Enterprise
20	Virtual/Simulated Work-Based Learning
25	Registered Pre-Apprenticeship Program
30	Non-registered Pre-Apprenticeship Program
35	Job Corps
40	Workforce Innovation and Opportunity Act (WIOA)
45	YouthBuild
50	California Conservation Corps
60	Transition Work-Based Experience
65	Transition Classroom-Based Work Exploration

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WBLR Fields

21.09 - Work-Based Learning Type Code
21.10 - Internship ID
21.11 - Work-based Learning Hours –
External
21.12 - State Course Code - Embedded
Work-based Learning
21.13 - Internship - Employer Performance
Evaluation Code
21.14 - Internship - LEA Sponsored Indicator
21.15 - Internship - Certificated Supervisor
Indicator

Note: If Work-Based Learning Type Code is equal to 60
(Transition Work-Based Experience) or 65 (Transition
Classroom-Based Work Exploration), then the SSID must
have a SWDS record.

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2023–24 Changes

New Code added to Internship Employer Performance Evaluation Code Set:

CALPADS Coded Value	CALPADS Code Name	CALPADS Code Definition	Existing Code?	Start Date
5	Not Provided by Employer	The student did not receive a rating because the employer: (1) failed to provide an evaluation or (2) did not evaluate the student's performance on the internship.	New	7/1/2023

State Course Required for Internships:

In 2023–24, a new **warning WBLR0649E1 – Missing State Course Code – Embedded Work-Based Learning*** for **Internships** will trigger for EOY 1 if Field 21.12 – State Course Code – Embedded Work-Based Learning is not populated for the Work-Based Learning Type 10 - Internship

CALPADS Extract: WBLR

Internships

Allan (AJ) Abbott ⌄

☐ Include Inactive Internships

Internships

✏ Non-Employer Based (5)   Show Visits

Start Date: 10/14/2020   Work-based Learning Type: Student-led Enterprise   Employer Evaluation: Satisfactory

Section: 5133 – IB Biology SL   Total External Hours Completed: 35.50   School Sponsored: No
Certificated Supervisor: Yes

👤 Created by: admin   More Info ⌄

Add / Edit Internship Record

Employer ID   [   ]🔍
Employer
Name
Start Date   [11/06/2020 📅]
End Date   [📅]
Training Days   [   ]
Training Hours   [   ]
Work-Based   [▼]
Learning Type
Employer   [▼]
Evaluation
Total External   [0   ]
Hours
Completed
School   [Not Applicable ▼]
Sponsored
Certificated   [Not Applicable ▼]
Supervisor:
Section   [▼]

Comments   [   ]

NOTE: Because the Internships page is tied to the Employer's page, all Internship records must have an employer record. Because some Work Based Learning Records are NOT Employer-Based, it is recommended that Districts create a record in the Employer table and title it "Not Employer-Based". They should then use that code whenever entering records that are not tied to an employer.

Required Fields ↑

For the Work-Based Learning Records that re included in the WBLR extract, some field are required for certain Work-Based Learning Record Types. Please refer to the chart below:

WBLR Code	What fields are required for each Code? Description	for SCC SE	TXH	EE	CS	SCS
10	Internship		Y	Y	Y	Y
15	Student-led Enterprise	Y	Y	Blank	Blank	Blank
20	Virtual/Simulated Work-Based Learning	Y	Y	Blank	Blank	Blank

•**Total External Hours (ISP.TXH):** The count of hours that the student spent outside of school in a work-based learning activity for types 10, 15, and 20 in the academic year being reported. While the hours are outside of classroom, the work-based learning activity is tied to the Internship, Student-Led Enterprise, or Virtual/Simulated Work-Based Learning. Rounded to whole numbers.

•**School Sponsored (ISP.SCS):** An indication of whether the school, district, or county played a direct role in securing the internship for the student. A "Y" would indicate that the school, district, or county played a direct role in securing the internship. An "N" would indicate it did not.

•**Certificated Supervisor (ISP.CS):** An indication of whether the internship was part of a program supervised by a certificated staff member of the school, district, or county. A "Y" would indicate that the internship was part of a program supervised by a certificated staff member of the school, district, or county. An "N" would indicate that it was not.
- If this field is tagged as Y, it is expected that the teacher for that section would be the one to supervise it and can log Visits on that Internship record.

•**Section (ISP.SE):** This dropdown will list the sections the student is currently enrolled in. Enter the section number if the Work-Based Learning Record is linked to a specific class, whether or not it is a CTE course.

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Certification **Workflow**

Error Correction

- Resolve Cert and CDD errors before reviewing reports.
- Refer to the downloadable CALPADS Error List on suggest resolutions

2

Report Review

3
- Generate reports and disseminate to appropriate staff responsible for the data.
- Utilize report mapping guide to check for data inclusion and column count source

Submit files

- Be aware of replacement type processing
- Be aware of order of submission
- You may now submit SDEM, CRSC files and available SCSC records

1

Approval

- Generate reports and disseminate to appropriate staff responsible for the data.
- Review all aggregate reports to activate checkbox
- Check box to activate approval button

4

CERT Error Correction

Review Reports

LEA Submission Process

LEA Approval

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EOY 1 Certification Errors

Error #	Error Name	Severity
CERT004	Ethnicity / Race Data Missing	Fatal
CERT054	Staff Demographics Missing	Fatal
CERT055	High school with No Enrollment in Career Technical Education	Warning
CERT081	No Student Course Section Data for a Secondarily or Short Term Enrolled Student	Warning
CERT098	Student Course Section for SSID Not Enrolled during Report Period	Fatal
CERT099	No Student Course Section Data for a Primarily Enrolled Student	Warning
CERT100	No Enrollment for Course Section (CRSC)	Warning
CERT102	No CTE Completer Data	Warning
CERT123	Missing or invalid SCSC record for CTE Completer	Fatal
CERT169	No WBLR Data Submitted for a School	Warning

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EOY 1 CDD Errors

Error #	Error Name	Severity
SCSC0128E1	Invalid CRS-State Course Code Grade Level Combination	Warning
SCSE0139E1	Missing Course Section Record	Fatal
SCSC0140E1	Missing Student Credits Attempted	Fatal
SCSC0141E1	Missing Student Credits Earned	Fatal
SCSC0512E1	Missing Carnegie Units Earned	Fatal
CRSC0231E1	Mismatch of Course (CRS) Attributes	Fatal
WBLR0576E1	SWDS record must exist for this Work-Based Learning Type	Fatal

CERT123

Scenario 1

No SCSC record submitted to reflect a CTE Capstone Course code for indicated pathway.

- SCSC file not uploaded
- SCSC file uploaded but file rejected
- Inadvertently posted a SCTE record.

Scenario 2

No SCSC record submitted to reflect a CTE Capstone Course code for indicated pathway.

- SCSC file not uploaded
- SCSC file uploaded but not posted
- SCSC file posted but linked to a non-Capstone course.
- Inadvertently posted a SCTE record

06

EOY 1
Reports
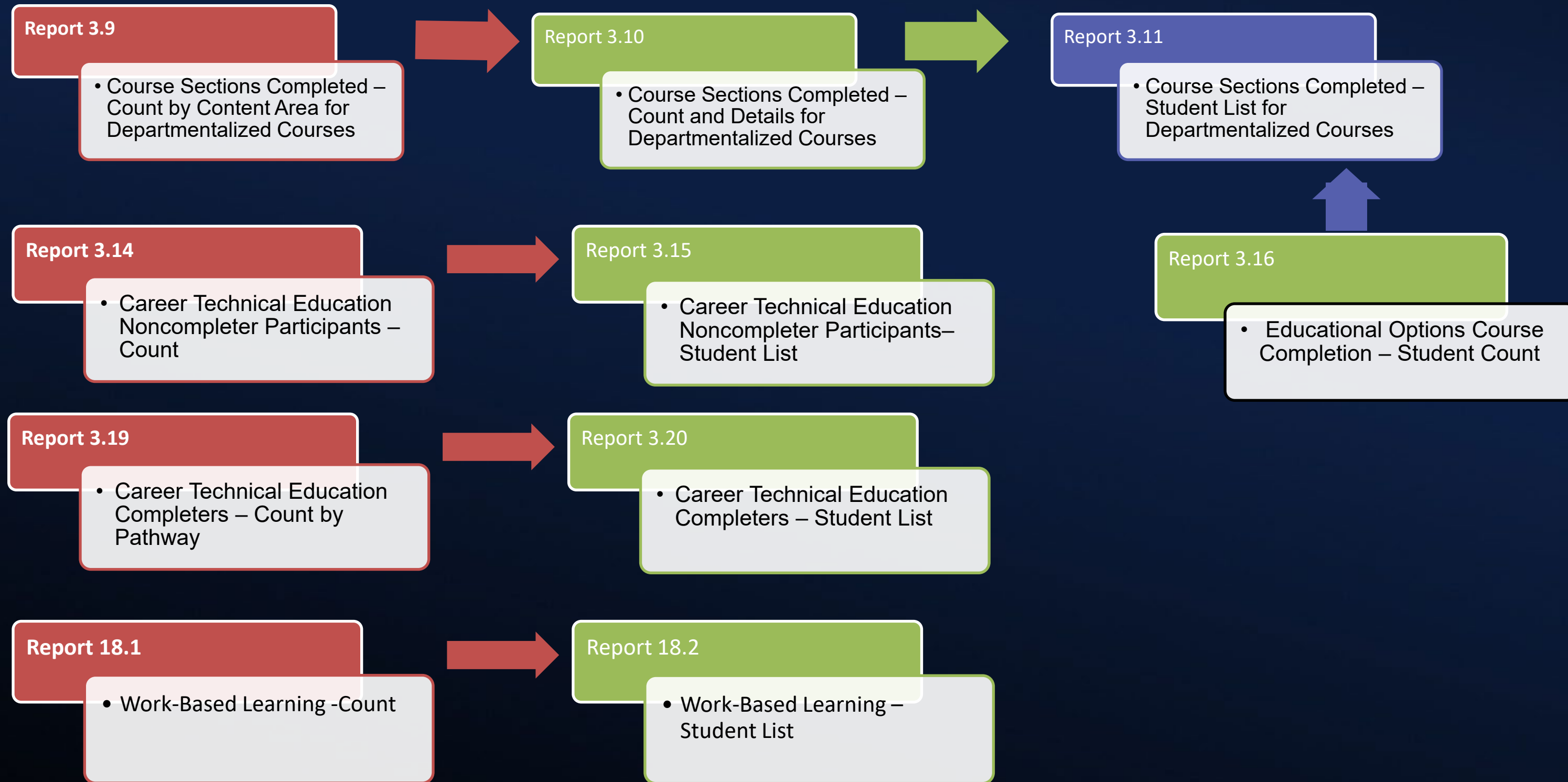
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EOY 1: Reports

Report 3.9
- Course Sections Completed – Count by Content Area for Departmentalized Courses

→

Report 3.10
- Course Sections Completed – Count and Details for Departmentalized Courses

→

Report 3.11
- Course Sections Completed – Student List for Departmentalized Courses

↑

Report 3.16
- Educational Options Course Completion – Student Count

Report 3.14
- Career Technical Education Noncompleter Participants – Count

→

Report 3.15
- Career Technical Education Noncompleter Participants– Student List

Report 3.19
- Career Technical Education Completers – Count by Pathway

→

Report 3.20
- Career Technical Education Completers – Student List

Report 18.1
- Work-Based Learning -Count

→

Report 18.2
- Work-Based Learning – Student List

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3.9 Course Sections Completed
Count by Content Area for Departmentalized Courses

CALPADS
California Longitudinal Pupil Achievement Data System
California DEPARTMENT OF EDUCATION

3.9 - Course Sections Completed - Count by Content Area for Departmentalized Courses

Academic Year:	2019-2020	LEA:	CSIS Training Berkeley Unified	User ID:	test@fcmat.org
View:	Snapshot	School Type:	ALL	Created Date:	6/3/2020 7:06:25 AM
		School:	ALL	Print Date:	6/3/2020 3:50:04 PM

Report Logic

| | | | | | | | | # Students Completing at Least One Section of Course | | | |
School Code	School Name	Content Area	State Course Code	Course Content Area Subcategory	Departmentalized Course Standards Grade Level Range	Local Course ID & Course Name	# Course Sections	Males	Females	Nonbinary	Total
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
9998156	CSIS Training Berkeley High	15-Foreign Languages	9130-World Languages I	LANG-27: Italian	SEC-Secondary 9-12	2106BH-English Lit	1	1	1	0	2
		40-Career Technical Education	7211-Intermediate Graphic Design (Concentrator)		SEC-Secondary 9-12	grdesign-2-Intermediate Graphic Design	1	1	0	0	1
			7212-Advanced Graphic Design (Capstone)		SEC-Secondary 9-12	AGD-7212-AGD-7212	2	1	1	0	2
			8100-Introduction to Information and Communication Technologies		SEC-Secondary 9-12	8100 IT-Intro IT	1	0	1	0	1
			8112-Advanced Information Support Services (Capstone)		SEC-Secondary 9-12	8112IT-ADVance IT	1	0	1	0	1
						Total-School	**6**	**3**	**4**	**0**	**7**
9998157	CSIS Training Longfellow Arts and Technology Middle	-	-		-		0	0	0	0	0
						Total-School	**0**	**0**	**0**	**0**	**0**

Enrollment Status:	ALL	Grade:	07-Seventh Grade,08-Eighth Grade,09-	Ethnicity/Race:	ALL
Gender:	ALL	Content Area:	ALL	State Course Code:	2100-Reading improvement/developmental reading,2101-Comprehensive English,2102-Basic English/Language Art
Non-Standard Instructional Level:	ALL	CTE Course:	ALL	UC/CSU Approved Course:	ALL
Students with Disabilities:	ALL	Academic Term:	ALL	CourseContentAreaSubCategory	ALL
Departmentalized Course Standards Grade Level Range:	ALL				

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3.10 Course Sections Completed
Count and Details for Departmentalized Courses

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3.11 Course Sections Completed
Student List for Departmentalized Courses

3.14 Career Technical Education Noncompleter Participants

Count

3.15 CTE Noncompleter Participants
Student List

3.15 - Career Technical Education Noncompleter Participants - Student List

Academic Year:	2021-2022	LEA:	CSIS Training Berkeley Unified-9998152	User ID:	test@fcmat.org
View:	SNAPSHOT	School Type:	ALL	Created Date:	7/27/2022 10:53:39 AM
		School:	ALL	Print Date:	7/27/2022 11:07:05 AM

Report Logic

													Student Groups								
School Code	School Name	SSID	Student Name	Local ID	Gender	Grade	Ethnicity/ Race	Industry Sector	State Course Code	AP/IB Course Code Cross Reference	High Quality CTE Course	CTE Postsecondary Articulated Course	Students with Disabilities (1)	Economically Disadvantaged (2)	Nontraditional Course Enrollment	Single Parents (3)	English Learner	Foster Youth	Tribal Foster Youth	Homeless	Armed Forces Family Member
1	2	3	4	5	6	7	8	8	10	11	12	13	14	15	16	17	18	19	20	21	22
9998156	CSIS Training Berkeley High	3183617463	Reezal, Joe	7777777	M	12	Multiple	Agriculture and Natural Resources	7131-Intermediate Agriscience (Concentrator)		Y										

(1) Individuals with Disabilities includes students with an overlapping SPED record and students with 504 Accommodation Plan program code (101).

(2) Economically Disadvantaged includes students with a qualifying: Free or Reduced Meal program records (181, 182), Migrant program record (135), Homeless program record (191), Direct Certification result = Y, or a record in the Foster Match table.

(3) Single Parents is the federal category equivalent to Pregnant or Parenting program code (162).

(4) For AY 2020-2021+, the report name changed from "Career Technical Education Concentrators and Completers – Count by Pathway" to "Career Technical Education Participants – Count". For AY 2021-2022+, the report was updated to remove Completers. This includes changes to the data and business rules for the report.

Grade:	ALL	Gender:	ALL	Ethnicity/Race:	ALL	Enrollment Status:	ALL
Perkins/CTEIG Fundable:	Y	Foster Youth:	ALL	Education Program:	ALL	English Learner:	ALL
Socio-economically Disadvantaged:	ALL	Student with Disabilities:	ALL	Nontradtional Course Enrollment:	ALL	CTE Industry Sector:	ALL
CTE Pathway:	ALL						

3.19 Career Technical Education Completers

Count by Pathway

School Code	School Name	CTE Industry Sector	CTE Pathway	State Course Code	Gender - Code	AP/IB Course Code Cross Reference	High Quality CTE Course	Postsecondary Articulated Course	Course Instructional Level: Dual Credit	Course Instructional Level: College Credit Only	# Completers
8773948	Kennedy High	Agriculture and Natural Resources	100-Agricultural Business	4016-Intro to Agricultural Business	F	7110 - Intro to Agricultural Business	1	0			6
					M	7110 - Intro to Agricultural Business	1	0			15
					All	7110 - Intro to Agricultural Business	2	0			21
				17-Intermediate ricultural Business oncentrator Level)	F	7111 - Intermediate Agricultural Business (Concentrator Level)	1	0			10
					M	7111 - Intermediate Agricultural Business (Concentrator Level)	0	0			20
					All	7111 - Intermediate Agricultural Business (Concentrator Level)	1	0			30
				18-Advanced ricultural Business apstone Level)	F	7112 - Advanced Agricultural	1	6			6
					M	7112 - Advanced Agricultural Business (Capstone Level)	1	8			20
					All	7112 - Advanced Agricultural	2	14			26
				- Agricultural Business	F		3	6			22
					M	N/A	2	8			55
					All		5	14			77

		Core Indicators								
		Nontraditional Course Enrollment								
Individuals with Disabilities (1)	Economically Disadvantaged (2)	#	%	Single Parents (3)	English Learners	Foster Youth	Tribal Foster Youth	Homeless	Armed Forces Family Member	
0	4	26		1	2					
6	10	N/A		0	6					
6	14	26	30.2	1	8					
2	6	35		6	5					
6	20	N/A		2	10					
8	26	35	29.1	8	15					
0	5	16		0	4					
10	15	N/A		1	10					
10	20	16	19	1	14					
2	15	77		7	11					
22	45	N/A		3	26					
24	60	77	28.8	10	37					
0	5	65		5	6					
0				1						
	25	N/A			15					
0	30	65	32.5	6	21					
0	1	5		2	2					
1	20	N/A		0	12					

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3.20 CTE Completers
Student List

3.20 - Career Technical Education Completers - Student List

Academic Year:	2021-2022	LEA:	CSIS Trining Berkley Unified-9990000	User ID:	test@fcmat.org
View:	SNAPSHOT	School Type:	Adult Education Centers,Alternative Schools of Choice,Continuation High Schools,Elementary Schools (Public),High Schools (Public),Intermediate/Middle Schools (Public).N/A.Unified School District	Created Date:	
		School:	ALL	Print Date:	5/25/2022 4:22:16 PM

														Student Groups								
School Code	School Name	SSID	Student Name	Local ID	Gender	Grade	Ethnicity/ Race	Industry Sector	CTE Pathway	State Course Code	AP/IB Course Code Cross Reference	High Quality CTE Course	CTE Postsecondary Articulated Course	Individuals with Disabilities (1)	Economically Disadvantaged (2)	Nontraditional Course Enrollment	Single Parents (3)	English Learner	Foster Youth	Tribal Foster Youth	Homeless	Armed Forces Family Member
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
9998156	CSIS Training Berkeley High	9999912345	Hurry Styles	9991	M	12	White	AGR	103	7142	N/A	Y										
		9999922613	Walter White	9992	M	11	White	MAN	216	8241	N/A	Y										

(1) Individuals with Disabilities includes students with an overlapping SPED record and students with 504 Accommodation Plan program code (101).

(2) Economically Disadvantaged includes students with a qualifying: Free or Reduced Meal program records (181, 182), Migrant program record (135), Homeless program record (191), Tribal Foster Youth (193), Direct Certification result = Y, or a record in the Foster Match table.

(3) Single Parents is the federal category equivalent to Pregnant or Parenting program code (162).

(4) For AY 2020-2021+, the report name changed from "Career Technical Education Concentrators and Completers – Count by Pathway" to "Career Technical Education Participants – Count". For AY 2021-2022+, the report was updated to remove Completers. This includes changes to the data and business rules for the report.

Grade:	ALL	Gender:	ALL	Ethnicity/Race:	ALL	Enrollment Status:	ALL
Perkins/CTEIG Fundable:	Y					English Learner:	ALL
Socio-economically Disadvantaged:	ALL	Student with Disabilities:	ALL	Nontradtional Course Enrollment:	ALL	CTE Industry Sector:	ALL
CTE Pathway:	ALL						

Why The Focus?

CCI Indicator	Derived from EOY 3 Submission
CTE Pathway Completion	
Grade 11 Smarter Balance Summative Assessment in ELA and Mathematics	
Advanced Placement (AP) Exams	
International Baccalaureate (IB) Exams	
College Credit Course	
a-g Completion (UC/CSU completer)	✔
State Seal of Biliteracy	✔
Leadership/Military Science	
Work Based Learning Indicators	

SENR File **1.23 Report**

Why The Focus?

CCI Indicator			Derived from EOY 1 Submission
CTE Pathway Completion	SCTE File	3.19 Report	✓
Grade 11 Smarter Balance Summative Assessment in ELA and Mathematics			
Advanced Placement (AP) Exams			
International Baccalaureate (IB) Exams			
College Credit Course	SCSC File	3.10 Report	✓
a-g Completion (UC/CSU completer)			
State Seal of Biliteracy			
Leadership/Military Science	SCSC File	3.10 Report	✓
Work Based Learning Indicators	WBLR File	18.2 Report	✓

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CCI Measures of College Readiness*
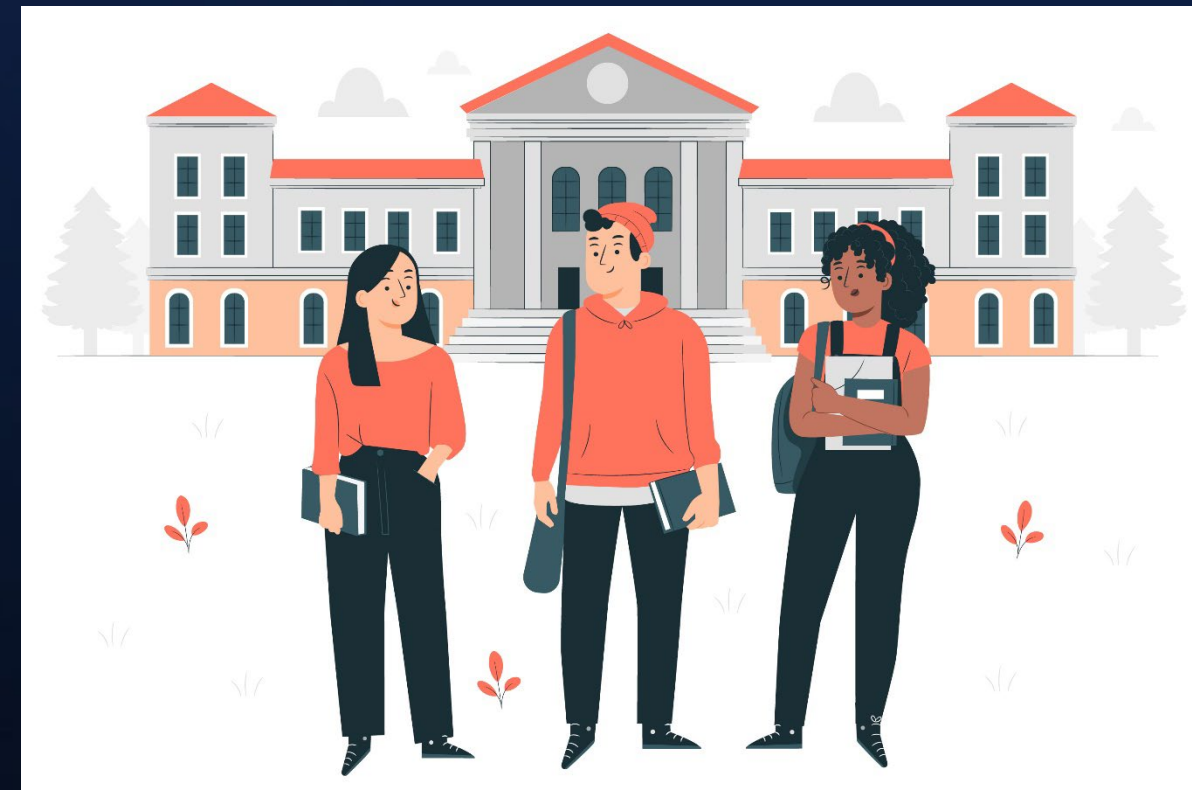
Prepared

Graduates classified as Prepared must meet at least one of the criteria:

- **Smarter Balanced Summative Assessments**
  Receive a score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics

- **Advanced Placement (AP) Exams**
  Receive a score of 3 or higher on two AP exams

- **International Baccalaureate (IB) Exams**
  Receive a score of 4 or higher on two IB exams

- **College Credit Courses**
  Complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded

- **State Seal of Biliteracy (SSB)**
  Receive the SSB *and* a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments

- **University of California (UC) and California State University (CSU) a–g requirements**
  Complete a–g course requirements with a grade of C or better and meet one of the additional criteria below:

  - Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area

  - Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course

  - Receive a score of 3 on one AP exam or score 4 on one IB exam

  - Complete a CTE Pathway

Approaching Prepared

Graduates classified as Approaching Prepared must meet at least one of the criteria:

- **Smarter Balanced Summative Assessments**
  Receive a score of Level 2 "Standard Nearly Met" on both ELA and mathematics

- **College Credit Courses**
  Complete one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credits are awarded

- **UC and CSU a–g requirements**
  Complete a–g course requirements with a grade of C or better

*Based on Nov 2023 CCI Metric Guidelines

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CCI Measures of Career Readiness*

Prepared

Graduates classified as Prepared must meet at least one of the criteria:

- **Leadership/Military Science**
  Complete two years of Leadership/ Military Science and receive a score of Level 3 or higher in one subject area (ELA or math) Level 2 "Standard Nearly Met" or higher in the other

- **Career Technical Education (CTE) Pathway**
  Complete a CTE Pathway with a grade of C- or better in the capstone course and meet one of the additional criteria below:

  - Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other area
  - Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course

  NOTE: If the CTE capstone course and CTE college credit course are completed in the same year, they must be in different CTE Pathways for the CTE college credit course to count toward Prepared. If the CTE capstone course and the CTE college credit course are completed in different years, they may be in the same CTE Pathways for the CTE college credit course to count toward Prepared.

- **Registered Pre-Apprenticeship**
  Complete a registered pre-apprenticeship

- **Non-Registered Pre-Apprenticeship**
  Complete a non-registered pre-apprenticeship and meet one of the additional criteria below:

  - Non-DASS schools: complete a CTE pathway
  - DASS schools: complete a CTE pathway or complete one semester/two quarters/two trimesters of a CTE course with a C- or better

- **State and Federal Job Programs**
  Complete one of the programs* and complete one semester/two quarters/two trimesters of a CTE course with a C- or better
  *Workforce Innovation and Opportunity Act (WIOA), Job Corps, YouthBuild, California Conservation Corps (CCC), and Regional Occupational Centers and Programs (ROCP)

- **Transition Classroom and Work-Based Learning Experiences (available only to students with Individualized Education Programs [IEPs] who earn a Special Education Certicate of Completion)**
  Complete at least 100 hours of work experience **and** the equivalent of four semester courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living

Approaching Prepared

Graduates classified as Approaching Prepared must meet at least one of the criteria:

- **Leadership/ Military Science**
  Complete two years of Leadership/ Military Science

- **CTE Pathway**
  Complete a CTE Pathway with a grade of C- or better in the capstone course

- **Non-Registered Pre-Apprenticeship**
  Complete a non-registered pre-apprenticeship

- **State and Federal Job Programs**
  Complete one of the programs (i.e., WIOA, Job Corp, YouthBuild, CCC, or ROCP)

- **Transition Classroom or Work-Based Learning Experiences (available only to students with IEPs who earn a Special Education Certificate of Completion).**
  Complete at least 100 hours of work experience **or** the equivalent of four semester courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living
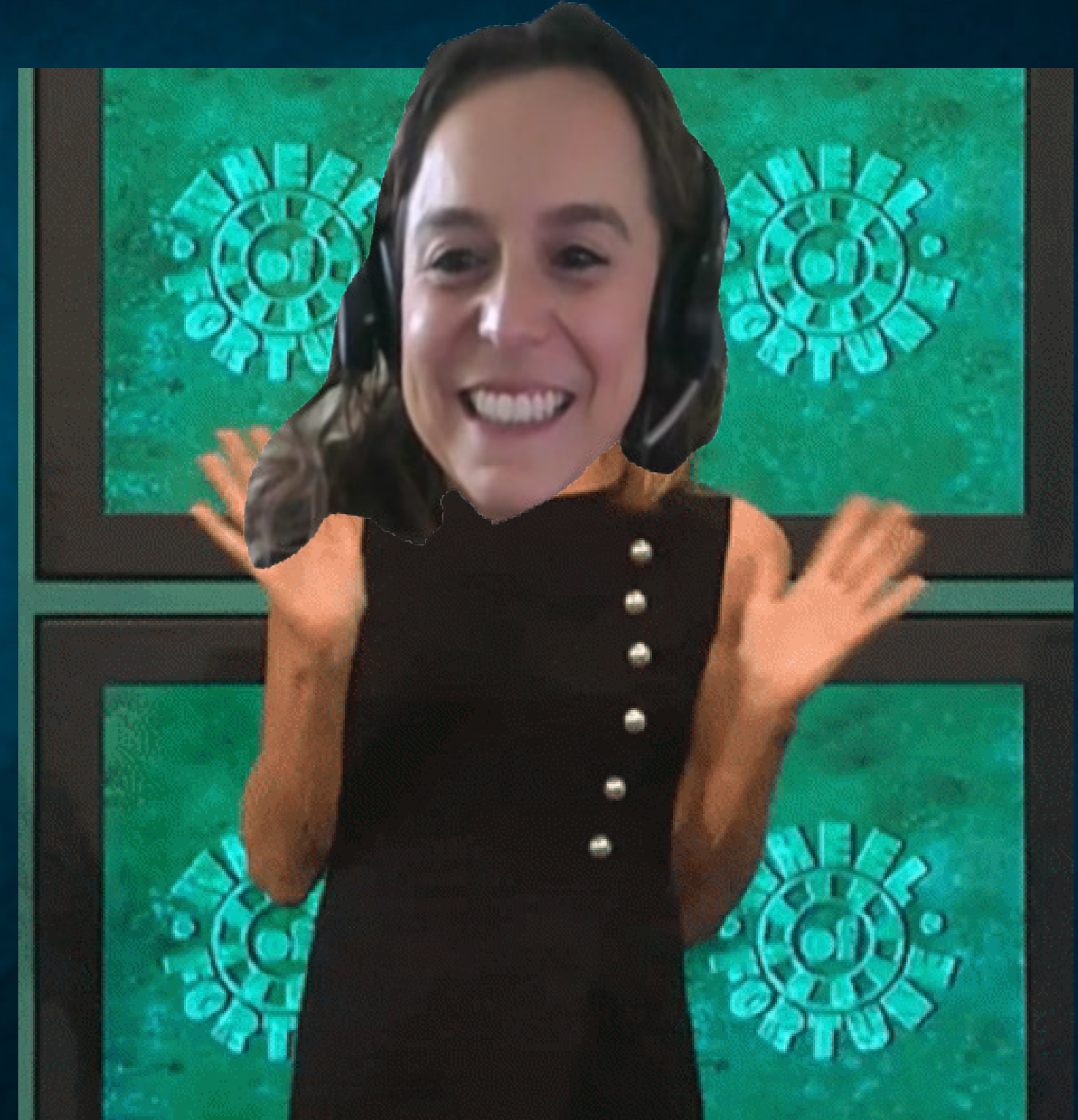
*Based on Nov 2023 CCI Metric Guidelines

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Summary

- EOY 1 requires the SDEM, CRSC, SCSC, SCTE and WBLR records be posted
- Course completion (CRSC) data is required for students in departmentalized classroom settings in grades 9–12 attending traditional schools. Optional for 7-8 grades
- Grades, credits attempted, and credits earned are required for grade levels 9–12.
- Submit student course completion (SCSC) data from all official grading periods for the school year
- LEAs identify CTE participants by submitting course completion (SCSC) data
- SCTE records must only be submitted for CTE Pathway completers who finished the capstone course in the current academic year.

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07 Cohort

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15.1 Cohort Report Changes

										Charter School(s)													Regular HS Diploma Attributes					
										Cohort Outcomes																			
		Students Removed from Cohort	Promoted (Matriculated)	Cohort Students	Regular HS Diploma Graduates		CHSPE Completer		Adult Ed.HS Diploma		Dropouts		Still Enrolled		Special Ed Certificate of Completion		GED Completer		Other Transfers		Graduates meeting UC/CSU requirements		Graduates earning Seal of Biliteracy		Graduates earning Golden Seal Merit Diploma		Graduates with Local Exemptions	
School Code	School Name				Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate
6112254	Grove Cha	10	0	98	61	0.622449	1	0.010204	2	0.020408	9	0.091837	5	0.05102	9	0.091837	9	0.091837	2	0.020408								
...ected Charter Schools		10	0	98	61	0.622449	1	0.010204	2	0.020408	9	0.091837	5	0.05102	9	0.091837	9	0.091837	2	0.020408	350	3.57143	35	0.3571	50	0.0036443	4	0.040816
TOTAL - All Selected Schools		153	0	2890	2606	0.90173	20	0.007675	7	0.002686	99	0.034256	38	0.013149	53	0.018339	33	0.011419	32	0.011073	150	0.0519	12	0.0046	10	1.593E-06	5	0.00173

- 4 new columns added: Attributes – counts and rates – for students who graduated with a HS Diploma
- 1 new filter added: Graduate with Local Exemptions

Be Mindful

- **Cohort Deadline – 8/16/23**
  - Vacations?
- **Summer Grads still count so long as:**
  - Grad Date is on or before 8/15/23
  - Posted in CALPADS on or before 8/16/23
  - When does your summer school end?
- **Still Enrolled students require their next AY enrollment posted in CALPADS on or before 8/16/23**
  - When do you typically send up your SENR for the next school year?
  - This impacts fellow districts – help each other out!

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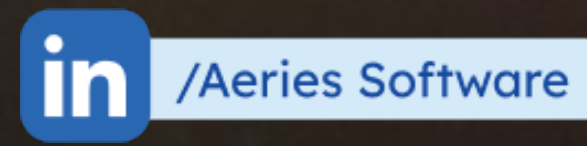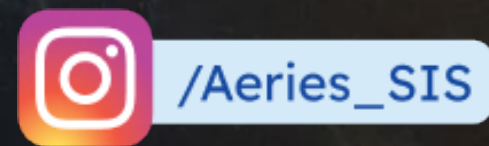DO YOU HAVE A PLAN?

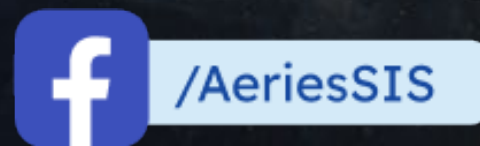# Additional Conference Sessions

Thu, Mar 7 2:15, 715 – CALPADS in Aeries Advanced – EOY 1 & 4 Current Topics

Thu, Mar 7 3:40, 716 - CALPADS in Aeries Advanced – EOY 2 & 3 Current Topics

Fri, Mar 8 2:15, 730 – CALPADS Update

THANK YOU!

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