CALPADS CONNECTION TO FUNDING
Tuesday, April 23, 2019
8:30 A.M. – 12:30 P.M.

Presented to:
Los Angeles County Office of Education

Presented by:
Debi Deal, Senior Consultant
Eric Hall & Associates

Special Thanks to:
Chris Schmidt, Consultant
Eric Hall & Associates
SYSTEMS USED TO COLLECT DATA

VARIOUS STATE SYSTEMS
CALPADS collects aggregate data for over 6 million California K-12 students since 2009.

Tracks individual student level information once a student enrolls in a CA district or charter school; meets State and Federal reporting requirements; provides valuable information for decision makers – parents, researchers, state and federal.

The foundation for student data collection:
✓ Demographic,
✓ Program participation,
✓ Grade level,
✓ Enrollment,
✓ Course enrollment and completion,
✓ Discipline, and
✓ Statewide assessment data.
TYPES OF DATA COLLECTION SYSTEMS

- **CALPADS**: California Longitudinal Pupil Achievement Data System.
  - The official system that collects information created originally to enable CA to meet Federal requirements under NCLB in 2002; then modified to collect information to fund LCFF in 2012; and finally in 2015 for Every Student Succeeds Act.
  - Funding, Accountability, State and Federal Reporting, Assessments Program Evaluation, LCFF, Evaluation Rubrics and Research.

- **CBEDS-ORA**: California Basic Education Data System – Online Reporting Application system that collects aggregate data on the first Wednesday in October referred to as “Information Day.”
  - Classified Staffing, School Calendars, Kindergarten Options, Estimates of Teacher Hires, Multilingual Instructional Programs.

- **OPUS-CDS**: Online Public Update for Schools. (County-District-School)
  - A public directory.
  - Updated throughout the year: Contact information, web site, email addresses, etc.
TYPES OF DATA COLLECTION SYSTEMS

- **CARS:** Consolidated Application & Reporting System.
  - Data collected to meet Federal categorial requirements to the US Dept of Education.

- **CASEMIS:** California Special Education Management Information System.
  - Collection of information on students with disabilities at the student level.
  - Evaluation of program, goals, effectiveness of SPED programs, statutory requirements, etc.

**System Links:**
- **CALPADS:** [http://www.cde.ca.gov/ds/sp/cl/](http://www.cde.ca.gov/ds/sp/cl/)
- **CBEDS-ORA:** [http://www.cde.ca.gov/ds/dc/cb/](http://www.cde.ca.gov/ds/dc/cb/)
- **CARS:** [https://www.cde.ca.gov/fg/aa/co/cars.asp](https://www.cde.ca.gov/fg/aa/co/cars.asp)
- **CASEMIS:** [http://www.cde.ca.gov/sp/se/ds/](http://www.cde.ca.gov/sp/se/ds/)
LOCAL SYSTEMS- STUDENT INFORMATION SYSTEM

Registration/Enrollment Forms

Nutrition Services

SPED System

Human Resources

Teachers, administrators, programs, discipline

Course Information

Attendance
OTHER DATA SOURCES THAT FEED INTO CALPADS

- Student Information System
- Special Education Information System
- SBAC (Smarter Balanced Assessment Consortium)
- California Dept. of Social Services
- CalFresh
- CalWorks
- MediCal
- CWS/CMS – Child Welfare

Current Data – Updated Continuously
Certified Snapshots: A Point In Time, or Range of Dates
CALPADS DATA

Fall 1
As of census day
- 2018-19 Enrollment Counts
- 2017-18 High School Grads and Drops
- LCFF Eligible Students
- English Language Acquisition Status
- Immigrant Counts

Fall 2
As of census day
- Student Course Enrollments
- Staff Assignments and FTE
- English Learner Education Services

EOY 1
July 1–June 30
- Course completion for grades 7–12
- CTE participants, concentrators, completers (Perkins Report)

EOY 2
July 1–June 30
- Program Participation
- Homeless Students

EOY 3
July 1–June 30
- Student Discipline/Spec Ed
- Student Absence Summary
- Cumulative Enrollment
CALPADS CALENDAR 2018-19

CALPADS Data Collections

**Fall 1**
As of census day
- 2018-19 Enrollment Counts
- High School Grad and Drop
- LCFF eligible students
- English Language Acquisition Status
- Immigrant Counts
- Student Course Enrollments

**Fall 2**
As of census day
- Staff Assignments and ETS
- English Learner Education Services

**EOY 1**
July 1-June 30
- Course completion for grades 7-12
- CTE participants, completers (Prelim Report)

**EOY 2**
July 1-June 30
- Program Participation
- Homeless Students

**EOY 3**
July 1-June 30
- Student Disciplinary Spec Ed
- Student Attendance Summary
- Cumulative Enrollment
### Key Report for Finance - 1.17 Sample Report

#### 1.17 - FRPM/English Learner/Foster Youth - Count

<table>
<thead>
<tr>
<th>School Code</th>
<th>School Name</th>
<th>Total Enrollment</th>
<th>Free &amp; Reduced Meal Programs</th>
<th>Foster</th>
<th>Homeless (1)</th>
<th>Migrant Program 436</th>
<th>Direct Certification</th>
<th>Unduplicated Eligible Free/Reduced Meal Counts</th>
<th>EL Funding Eligible (2)</th>
<th>Total Unuplicated FRPM/ELEL Eligible Count (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0035400</td>
<td>Avondale Elementary</td>
<td>438</td>
<td>64</td>
<td>0</td>
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<td>0035418</td>
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<td>481</td>
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<td>0</td>
<td>42</td>
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<td>255</td>
<td>422</td>
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<td>0035404</td>
<td>Casa de Oro Elementary</td>
<td>356</td>
<td>52</td>
<td>0</td>
<td>13</td>
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<td>0035442</td>
<td>Fletcher Hills Elementary</td>
<td>656</td>
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<td>13</td>
<td>0</td>
<td>95</td>
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<td>23</td>
<td>159</td>
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<td>0035409</td>
<td>Highwood Elementary</td>
<td>529</td>
<td>64</td>
<td>2</td>
<td>23</td>
<td>0</td>
<td>231</td>
<td>405</td>
<td>127</td>
<td>421</td>
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<td>0035407</td>
<td>Kempton Street Literacy Academy</td>
<td>430</td>
<td>10</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>231</td>
<td>307</td>
<td>240</td>
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<td>La Mesa Arts Academy</td>
<td>1025</td>
<td>377</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>208</td>
<td>353</td>
<td>46</td>
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<td>0035495</td>
<td>La Mesa Davis Elementary</td>
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<td>7</td>
<td>0</td>
<td>154</td>
<td>317</td>
<td>89</td>
<td>326</td>
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<td>0132295</td>
<td>La Mesa-Spring Valley Home Independent Study</td>
<td>19</td>
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<td>11</td>
<td>11</td>
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<td>0035509</td>
<td>La Presa Elementary</td>
<td>448</td>
<td>371</td>
<td>6</td>
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<td>221</td>
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<td>174</td>
<td>392</td>
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<td>Lemon Avenue Elementary</td>
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<td>227</td>
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<td>0</td>
<td>138</td>
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<td>0035446</td>
<td>Loma Elementary</td>
<td>520</td>
<td>248</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>128</td>
<td>248</td>
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<td>0035526</td>
<td>Maryland Avenue Elementary</td>
<td>500</td>
<td>212</td>
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<td>0</td>
<td>123</td>
<td>219</td>
<td>45</td>
<td>234</td>
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<tr>
<td>0035555</td>
<td>Miralee Elementary</td>
<td>609</td>
<td>212</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>127</td>
<td>212</td>
<td>45</td>
<td>237</td>
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<tr>
<td>0035535</td>
<td>Murray Manor Elementary</td>
<td>681</td>
<td>276</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>177</td>
<td>283</td>
<td>86</td>
<td>319</td>
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<tr>
<td>0035541</td>
<td>Northwood Elementary</td>
<td>459</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>154</td>
<td>217</td>
<td>46</td>
<td>234</td>
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<tr>
<td>003551</td>
<td>NPS School Group for La Mesa-Spring Valley</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>0035599</td>
<td>Parkway Middle</td>
<td>623</td>
<td>262</td>
<td>2</td>
<td>21</td>
<td>0</td>
<td>223</td>
<td>350</td>
<td>60</td>
<td>371</td>
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<tr>
<td>0115543</td>
<td>Guest Academy</td>
<td>17</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>14</td>
<td>2</td>
<td>14</td>
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<tr>
<td>0035500</td>
<td>Rancho Elementary</td>
<td>344</td>
<td>352</td>
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<td>12</td>
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<td>285</td>
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<td>0035574</td>
<td>Rolando Elementary</td>
<td>668</td>
<td>388</td>
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<td>28</td>
<td>0</td>
<td>189</td>
<td>208</td>
<td>66</td>
<td>307</td>
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<tr>
<td>0132431</td>
<td>Science, Technology, Engineering, Arts, &amp; Math Academy At La Pampa</td>
<td>627</td>
<td>786</td>
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<td>44</td>
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<td>419</td>
<td>759</td>
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<tr>
<td>0134155</td>
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<td>630</td>
<td>624</td>
<td>4</td>
<td>55</td>
<td>1</td>
<td>391</td>
<td>629</td>
<td>170</td>
<td>648</td>
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<tr>
<td>011037</td>
<td>Sweetwater Springs, Elementary</td>
<td>493</td>
<td>302</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>172</td>
<td>304</td>
<td>164</td>
<td>331</td>
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<tr>
<td><strong>TOTAL - Selected Schools</strong></td>
<td></td>
<td><strong>12103</strong></td>
<td><strong>7616</strong></td>
<td>48</td>
<td><strong>428</strong></td>
<td>2</td>
<td><strong>4144</strong></td>
<td><strong>7088</strong></td>
<td><strong>2503</strong></td>
<td><strong>7423</strong></td>
</tr>
</tbody>
</table>

### Also the 1.18 Report

#### Charter School(s)

<table>
<thead>
<tr>
<th>School Code</th>
<th>School Name</th>
<th>Total Enrollment</th>
<th>Free &amp; Reduced Meal Programs</th>
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<td><strong>7616</strong></td>
<td>48</td>
<td><strong>428</strong></td>
<td>2</td>
<td><strong>4144</strong></td>
<td><strong>7088</strong></td>
<td><strong>2503</strong></td>
<td><strong>7423</strong></td>
</tr>
</tbody>
</table>
Accessible HTML version of the LCFF Funding Snapshot Report

For a printer-friendly version of the Snapshot, select the PDF option from the export drop down menu (see below following). Brief descriptions of the components included in the Snapshot are available on the second page.

**LCFF Funding Snapshot**

**Fiscal Year: 2018–19**
*(As of February 2019, F-1)*

Local Control Funding Formula (LCFF) Funding Snapshot summarizes the main LCFF funding components but does not contain all funding details. Complete funding data should be obtained from the certified funding exhibits on the Principal Apportionment web page.

### Local Educational Agency (LEA) Data

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>K–3</th>
<th>4–6</th>
<th>7–8</th>
<th>9–12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funded Average Daily Attendance (ADA)</td>
<td>5,162,14</td>
<td>3,941.10</td>
<td>2,573.29</td>
<td>0.00</td>
<td>11,676.44</td>
</tr>
<tr>
<td>Unduplicated Pupil Percentage (UPP)</td>
<td>61.06 %</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### LCFF Target Entitlement

Funding calculation based on the LCFF funding model at full implementation.

<table>
<thead>
<tr>
<th>Components</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Grant Funding</td>
<td>$ 92,408,958</td>
</tr>
<tr>
<td>Supplemental Grant Funding</td>
<td>11,284,982</td>
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<tr>
<td>Concentration Grant Funding</td>
<td>2,799,991</td>
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<tr>
<td>Necessary Small Schools (NSS) Allowance</td>
<td>0</td>
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<tr>
<td>Add-On Funding</td>
<td>1,897,267</td>
</tr>
<tr>
<td><strong>Total LCFF Target Entitlement</strong></td>
<td><strong>$ 108,391,198</strong></td>
</tr>
</tbody>
</table>

### LCFF Transition Entitlement

Calculation of the LEA’s funding entitlement during the transition period through 2018–19. This table will either have an amount shown under the Target or the Floor Entitlement, whichever is lower.

<table>
<thead>
<tr>
<th>Components</th>
<th>Amount</th>
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<tbody>
<tr>
<td>LCFF Target Entitlement</td>
<td>$ 0</td>
</tr>
<tr>
<td>Floor Entitlement, Including Prior Year (PY) Gap</td>
<td>101,504,808</td>
</tr>
<tr>
<td>Current Year (CY) Gap Funding (100%)</td>
<td>6,886,390</td>
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<tr>
<td>Economic Recovery Target</td>
<td>0</td>
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<tr>
<td>Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)</td>
<td>0</td>
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<tr>
<td><strong>Total Transition Entitlement Adjusted for Additional SA for MSA</strong></td>
<td><strong>$ 108,391,198</strong></td>
</tr>
</tbody>
</table>
HOW DATA ARE USED

CALPADS CONNECTIONS TO FUNDING
WHO USES THE CALPADS DATA?

- Other state agencies – data matches – CalWorks, CalFresh, Medicare
- State and Federal reporting
- Statewide assessments
- California Dashboard
- DataQuest
- Ed-Data
- School Accountability Report Card (SARC)
- LCAP Evaluation Rubrics
- LCFF Funding
- Other Funding – Competitive Grants
- Grant Eligibility

**THE LIST GROWS EACH FISCAL YEAR!**
# HOW CALPADS DATA ARE USED - FCMAT/CSIS

<table>
<thead>
<tr>
<th>Annual Submission</th>
<th>State or Federal</th>
<th>State/Federal Data Usage</th>
<th>LEA Impact if Not Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOY-1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Course completion</td>
<td>State</td>
<td>DataQuest - Course Completion, Career Technical Education (CTE)</td>
<td>0 counts</td>
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<tr>
<td>• Career Technical Education (CTE) concentrators and completers</td>
<td>State</td>
<td>CTE Incentive Grant</td>
<td>0 counts &amp; 0 funding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>California School Dashboard – College/Career Indicator</td>
<td>Potential Orange Indicator</td>
</tr>
<tr>
<td></td>
<td>Federal</td>
<td>Carl Perkins E-1 Reporting (CTE Participants, Concentrators and Completers)</td>
<td>0 counts &amp; grant eligibility</td>
</tr>
<tr>
<td>EOY-2:</td>
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<td></td>
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<tr>
<td>• Program participation</td>
<td>State</td>
<td>DataQuest (Programs and Homeless)</td>
<td>0 counts</td>
</tr>
<tr>
<td>• Homeless and TK enrolled counts</td>
<td>Federal</td>
<td>Elementary and Secondary Education Act (ESEA) Title I, Part A Neglected</td>
<td>0 counts &amp; grant eligibility</td>
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<tr>
<td></td>
<td>Federal</td>
<td>EDEN (Education Data Exchange Network) Reporting</td>
<td>0 counts</td>
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<tr>
<td></td>
<td></td>
<td>Consolidated State Performance Report (CSPR)</td>
<td>0 counts</td>
</tr>
<tr>
<td>EOY-3:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Student discipline</td>
<td>State</td>
<td>DataQuest – Suspension and Expulsion</td>
<td>0 counts</td>
</tr>
<tr>
<td>• Cumulative enrollment</td>
<td>State</td>
<td>DataQuest – Chronic Absenteeism</td>
<td>0 counts</td>
</tr>
<tr>
<td>• Chronic absenteeism</td>
<td>State</td>
<td>DataQuest – Cumulative Enrollment</td>
<td>0 Counts and impacts suspension and chronic absenteeism rates</td>
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<tr>
<td></td>
<td>Federal</td>
<td>California School Dashboard – Suspension and Chronic Absenteeism Indicators</td>
<td>Potential Orange Indicator</td>
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<tr>
<td></td>
<td>Federal</td>
<td>NCLB Consolidated State Performance Report (CSPR)</td>
<td>0 counts</td>
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<tr>
<td></td>
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<td>NCLB Title IX - At Risk/Persistently Dangerous Schools</td>
<td>0 counts</td>
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<tr>
<td></td>
<td></td>
<td>ESEA Title IV, Part A, Subpart 3, Section 4141 (e) - Firearm Offenses</td>
<td>0 counts</td>
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</table>
### HOW CALPADS DATA ARE USED-FCMAT/CSIS

<table>
<thead>
<tr>
<th>Operational Data Store (ODS) Data</th>
<th>State</th>
<th>Federal</th>
<th>Accountability</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>California School Dashboard – English Learner Progress Indicator</td>
<td>California School Dashboard and federal accountability – student enrollment/exit data to calculate the four-year graduation cohort rate and determine students who were continuously enrolled</td>
<td>California School Dashboard and federal accountability – student demographic and program participation data to determine student groups</td>
<td>California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced interim and summative assessment, California Alternate Assessments, California Science Test (CAST), California Spanish Assessment (CSA) registration and pre-identification</td>
<td>English Language Proficiency Assessment for California (ELPAC) registration and pre-identification</td>
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</table>

Data are pulled from the ODS at announced times and used for these purposes.

Missing registrations and inaccurate aggregates.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source</th>
<th>Year of Data Source</th>
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<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>CALPADS EOY 3 Chronic Absenteeism, Cumulative Enrollment</td>
<td>2016-17 and 2017-18</td>
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<tr>
<td>Suspension Rate</td>
<td>CALPADS EOY 3 Suspension, Cumulative Enrollment</td>
<td>2016-17 and 2017-18</td>
</tr>
<tr>
<td>English Learner Progress Indicator (ELPI)</td>
<td>ELPAC end-of-year data file</td>
<td>No performance indicator in 2018 Will likely report the number of students in each of the ELPAC performance levels based on the 2018 ELPAC Summative Assessment data</td>
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<tr>
<td>Graduation Rate Indicator</td>
<td>CALPADS ODS</td>
<td>Class of 2018 (status) Class of 2017 (to calculate change) (Both based on new rules)</td>
</tr>
<tr>
<td>Academic Indicator</td>
<td>Smarter Balanced Results (3–8) CALPADS Demographics</td>
<td>2018 Smarter Balanced Assessments 2017 Smarter Balanced Assessments</td>
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<tr>
<td>College/Career Indicator (CCI)</td>
<td>CALPADS EOY 1 (Course, CTE) CALPADS ODS (cohort, a-g indicator; Golden State Seal Merit Diploma, State Seal of Biliteracy) AP, IB Results Smarter Balanced Results (11)</td>
<td>Class of 2018, Graduate Cohort (status) Class of 2017, Graduate Cohort (to calculate change)</td>
</tr>
</tbody>
</table>
## WHAT’S AHEAD

### 2019-20

- CASEMIS Transition
- ESSA Teacher Reporting
BEST PRACTICES
DATA MANAGEMENT
CALPADS CONNECTIONS TO FUNDING
BEST PRACTICES - DATA MANAGEMENT TEAM

- Build a data management team
- Perform periodic data audits
- Review source data forms
- Invest in training/support tools
- Build a data reporting calendar
- Provide annual reviews and updates
KEY ROLES & RESPONSIBILITIES

Superintendent

- Provides leadership for data management
- Recommends data security and privacy plan
- Assumes responsibility and accountability for the actions of the LEA Admin and local CALPADS users
KEY ROLES & RESPONSIBILITIES

LEA Administrator

- Recommend and implement data security and privacy plan
  - Periodically monitor data privacy and confidentiality for students and staff
    - Provide training and support to CALPADS personnel
      - Assign key roles and establish responsibility levels
KEY ROLES & RESPONSIBILITIES

LEA Coordinator

- Must have the necessary skills
  - Backup person for LEA Administrator
  - Establish and communicate timelines for sites and district level staffs
  - Support data production
KEY ROLES & RESPONSIBILITIES

Data Stewards

- Coordinate and provide intervention
  - Ensure compliance and accountability
    - Ensure timely reporting of data collections
KEY ROLES & RESPONSIBILITIES

Site Personnel

- Periodic training
  - Ensure data usage
    - Understand privacy laws and regulations
    - Adhere to consistent practices
    - Input enrollment, and other necessary information for CALPADS reporting and verify site information
DATA PRIVACY – MAJOR POINTS

- Schools **MUST notify** parents and eligible students of their right to **OPT OUT** of data release!
- **Flag students** in the Student Information System for all **OPT OUTS**.
- **Means of notification** at the discretion of the school.
- **Directory information**: Non-confidential data elements may be disclosed without consent of the parent.
COMMON PROBLEMS- Identified by CSIS

- Lack of support from senior administration
- Conflicting priorities
- Data coordinator not empowered within organization
- Direct Certification data not shared with Nutrition Services staff
- FRPM data not updated in CSIS/CALPADS
- Graduates completing A-G requirements not identified and reported
- CTE completers
- College level course enrollments
- Homeless reporting
LOCAL CONTROL FUNDING FORMULA (LCFF)

CALPADS CONNECTION TO FUNDING TO FUNDING
Funding Classifications

A. English Learners
B. Eligible for free and reduced-price meals
C. Foster youths – revised in 2014-15

Student eligibility is based on the “unduplicated” count which means *each student is counted only once, even if the student qualifies under more than one of the above three categories.*
LCFF FUNDING

Base Rate Per Student

1. Per-pupil amounts are increased annually by COLA, if provided.

In 2018-19 the statutory cost-of-living adjustment (COLA) is 3.70%; these base amounts are adjusted for COLA each year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-3</td>
<td>$7,459</td>
</tr>
<tr>
<td>4-6</td>
<td>$7,571</td>
</tr>
<tr>
<td>7-8</td>
<td>$7,796</td>
</tr>
<tr>
<td>9-12</td>
<td>$9,034</td>
</tr>
</tbody>
</table>
LCFF FUNDING

CSR and CTE Adjustments at Full Funding

2. Base Rate Adjustments with COLA – Per ADA

Grade span adjustments are additions to the base grant:

TK-3 $776 (10.4% of Base Rate) *
9-12 $235 (2.6% of Base Rate) *

*The percentage rates above will not change, but the base rate will increase with COLA each year, if provided.
Supplemental Grant at Full Funding

3. Per eligible student – Equal to 20% of the base rate for any student that qualifies.

20% of the base in 2018-19 is:

- TK-3 $1,647
- 4-6 $1,514
- 7-8 $1,559
- 9-12 $1,854
4. Concentration Grant – Per eligible student

50% of the base that exceeds 55% of population in 2018-19 is:

- TK-3: $4,118
- 4-6: $3,786
- 7-8: $3,898
- 9-12: $4,635
## LCFF – ELEMENTARY SCHOOL EXAMPLE

### Per Student Basis

<table>
<thead>
<tr>
<th>District UPP is 60% then district gets 5%</th>
<th>Concentration Grant Funding</th>
<th>What happens when a qualified student is not counted?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student A</strong></td>
<td><strong>Base</strong></td>
<td>$7,459</td>
</tr>
<tr>
<td></td>
<td><strong>Add-on</strong></td>
<td>$776</td>
</tr>
<tr>
<td><strong>Total for A</strong></td>
<td><strong>Total for A</strong></td>
<td>$8,235</td>
</tr>
<tr>
<td><strong>Student B</strong></td>
<td><strong>Supplemental</strong></td>
<td>$1,647</td>
</tr>
<tr>
<td></td>
<td><strong>Total for B</strong></td>
<td>$9,882</td>
</tr>
<tr>
<td><strong>Student C</strong></td>
<td><strong>Concentration</strong></td>
<td>$4,118</td>
</tr>
<tr>
<td></td>
<td><strong>Total for C</strong></td>
<td>$14,000</td>
</tr>
</tbody>
</table>

**Note:**
- ($5,765)
So now you know – CALPADS reporting is critical. Timely and accurate student identification is important for funding purposes.

This may require additional training and resources but it’s worth it!
California Association of School Business Officials (CASBO) for attendance workshops:

https://www.casbo.org/events-all

A special thanks to our friends at FCMAT/CSIS

https://csis.fcmat.org
https://www.youtube.com/channel/UCA9oRTiyVECCCzOxpmJheZw
LCFF SUPPORT AND LINKS

LCFF listserv: Send a blank email message to
• join-LCFF-list@mlist.cde.ca.gov

CDE: LCFF@cde.ca.gov or 916-324-4728

CDE: https://www.cde.ca.gov/fg/aa/lc/lcffffaq.asp

CDE: http://www.cde.ca.gov/fg/aa/lc/lcfoverview.asp
Frequently Asked Questions

- Who do I contact if I cannot login, my account is locked, or I need my password reset?
- Why is a student on the CALPADS list but not in LA-EPS?
- Why does student data show wrong grade/school?
- Who do I contact if there are two students with same SSID, or one student with two SSIDs?
- Why do I only see students from my district on the EPS "Main" page?
- Why doesn't an adopted student appear on the DCPs list or CALPADS as foster youth?
- Why is a student with an open case no longer active foster youth student?
- Why can't I find students with open case in LA-EPS?
- Why can't I find Foster Youth Student in LA-EPS?
- What do I do if student's SSID is correct in LA-EPS, but the student data is incorrect? Ex. Name, DOB, Gender
- Why can't I create an ILP?
- Why can't I access the ILPs?
- How do I upload an ILP?
- How do I get access to the EPS Portal?
- What if I do not have applications on the EPS Portal?
- How do I find my student using the "Search Entire Foster Youth Database" option but not on the Main EPS page?
- What ID number does LA-EPS use to match students? Ex. CALPADS, DCPS, Student Information Systems.
- What is the source of the CALPADS data in LA-EPS?
- How do I request a logon credential to access LA-EPS?
- What do I need to have on my computer to access and use LA-EPS?
- Is the student data on LA-EPS current?
- How do I communicate when I see inaccurate student data?
- Will student test scores be available on LA-EPS?
- How do I export student data from LA-EPS to update my own Student Information System?
Thank you for attending our workshop!

Questions?