Consolidated Application and Reporting System Update	Sonya Edwards, Manager,Education Data Office
Handout #1	916-327-2014 sedwards@cde.ca.gov

The May 2001 collection will be through CADS. CARS might be available for roll-out in the fall, but that is not definite at this time.

Purpose of presentation:
1) **Provide information about the system and its status, definitions of new terminology, benefits, scope of the project, and data policies**
2) **Support the field in managing change (internally) to transition from CADS to online CARS application**

What is CARS?
- Replaces current desktop CADS application
- Tool to apply for and collect program funding data, track program expenditures and activities
- End goal is to integrate CALPADS student count and take it out of CADS arena. Position it as a financial application and activities reporting system. (Reduce redundancy)
- Homeless counts will be collected in CALPADS this year

Data Collection: LEA specific information collected about a program. (Ex: Title I, Part A School Allocations, or Protected Prayer Policy.) The team wants people to get away from the "Page # references" and focus on the names of the data collections. (Why? It's incoherent when referencing between years when page #s have changed.)

Data Collection Releases – May, October, and December
- There will be three collection windows; no longer called "Part I" or "Part II" but now "May Collection, October Collection, December Collection"
- NEW: October incorporates Title III Expenditure reporting previously collected outside of ConApp
- You won't be able to submit after the windows close without CDE reopening a collection for you.

Participation will occur through receipt of entitlement: You won't wade through irrelevant pages. Only those that are applicable to your LEA will be visible. (See p. 9 for timeline.)

Certification of assurances and collection of signatures:
- o It's a ONE TIME, annual process of certifying and accepting. This is considered a separate process from submitting data.

Data Certification and Submission: Process of certifying and submitting data. LEAs can submit an error free data collection independent of other data.
- **Similar terminology:** Terminology mirrors other systems, like CALPADS
- **Multiple users:** Robust security model in CARS allows for multiple users. Based upon roles, there will be different permissions to use system functions. (See table)
    - o **CAVEAT:** If a user has read-write permissions, they have access to ALL programs, not just the one or two for which they are responsible

Draft Data: Any data that has been entered into CARS by an LEA user. NOT visible to CDE program staff or the public. It is unofficial and uncommitted (until you certify it) and can be saved, still including errors.
- Reduces multiple backups, restores, installations, etc.

Official Data: Once the LEA Authorized rep has submitted and certified, it is "Official." No unresolved errors.

Comparison of systems: CADS – Today vs. CARS – Future (pp.15-17)
*Business rules can be enforced by warnings and errors. (You can submit with warnings, but not with errors.)

Currently, LEAs can go back and edit Part I with updated info. Can they still do that? There is no going back to change the "old" data. The data are copied and carried forward in the second collection, but they are now editable. Historical, certified data are stored making an audit trail possible.

Will CALPADS pre-populate Free and Reduced Lunch counts? No. The F/R page in CARS distinguishes between F and R counts, but CALPADS does not. Therefore, CARS can't use CALPADS. All private school student counts will also be entered manually.

Out of Scope for CARS project:
- Information that is currently scheduled to be collected by CALPADS will not be in the CARS collection
    - o Federal Gun-Free School Act
    - o UMIRS
    - o Title I, Part A student demographics
    - o Title I, Part D student demographics and academic/vocational outcomes
    - o Homeless enrollment and residency data
    - o Exceptions (i.e., INCLUDED in CARS)

- - Title I, Part A private non-profit school student demographics
    - Title I, Part A TAS services area student counts
    - Title I, Part D student performance data
  - o Spanish language versions of the printed ConApp forms*****
  - o Recreating the current form format. (You'll print reports, but not the page.)

Data Policies
- **Support for older versions of CADS**: Five years of historical CADS FoxPro versions
- **CARS Retention Policy**
  - o CDE will not purge historical data from CARS
  - o LEAs still need to retain printed, signed versions and supporting documentation for three years of support records after the year of expenditure
- **CDE staff access to data**
  - o CDE will only use data that is official
  - o Draft data will not be visible to CDE program staff or the public
- **Modifying program data:** only the LEA, not a CDE capability
- **Revising historical data:** Not usual. A process will be defined for re-opening a data collection.

Next Steps:
- Identifying users and roles
- User Acceptance Testing
- Training
- Statewide Roll Out

* A number of LEAs raised the issue of having to present the ConApp to parent groups in a translated form, and reiterated the need to be able to provide translations in multiple languages. The CDE team is taking this under advisement, but translations are currently outside the scope of the project. LEAs might continue to reiterate this need and explore ways to share resources to make this resource available statewide.

Title III Services to Private Schools	**Carlos Rivera, Manager, School Students Language Policy and Leadership Office** **916-319-0247** crivera@cde.ca.gov **Lily Roberts, Manager, CELDT & Title III Accountability/CHSPE/GED Programs** **916-319-0569** lroberts@cde.ca.gov

Private school students are eligible to receive Title III programs, services, and products. Conduct consultation, develop an MOU.
- **Who?** Private school EL and Immigrant students eligible for services
- **What?** MOU for services (not dollars)
- **Who?** All of the private schools in your LEA's geographic jurisdiction

How are the counts collected? The Student National Origin Repot (SNOR) is conducted next month. Through the SNOR, CDE gets counts for public and private schools. The private school counts are included in the public school aggregate.
- **Administer a language survey.** You might use the home language survey on CDE's website; it could be modified. After the private school had identified a possible EL, they must administer a language assessment.
- **Who pays for the assessment?** The initial assessment is paid for by the LEA. Whatever funding source you use for the rest of the students, you'd use for the private school. (NOT Title III.)
- **Which tests might the private school use to assess language?** The Feds are opaque about which test you use. CDE's default position: The assessment is negotiable.
  - o IDEA Proficiency Test (IPT
  - o Language Assessment Scales (LAS)
  - o Woodcock-Muñoz

Funding
- The LEA applies for funding on the ConApp, Part I and indicates which private schools it intends to serve.
- Assistance to students should be comparable (products and services)
- Private schools may not receive funds directly
  - o Check federal non-regulatory guidance for the FAQs
- MOU – See handout

Note: Links on the handouts weren't visible. Carlos Rivera will send out a list of documents and links to share with the field.

Accountability Update	Rachel Perry, Director, Assessment and Accountability Division
	916-319-0634 rperry@cde.ca.gov

Because we have a new Governor, superintendent, and SBE President, our commitment as a participating state in PARCC must be reaffirmed within five months.

- **PARCC and SMARTer will make presentations at the March SBE meeting. Note that assessments must be operational in 2014-15.**

- PARCC has Ellison Jones, a member that worked with EAP. EAP is a focus on how the HS model might be integrated with higher ed.	- SMARTer managing partner is WestEd. Linda Darling-Hammond is an advising member on the Torlakson transition team, and also on the SMARTer team.
- PARCC has a distributive summative assessment model. Through-course exams, computer-based, fixed form with no individual customization.	- SMARTer assessment is computer adaptive, once at the culmination of the year.

- Both PARCC and SMARTer's tests are based on NCLB grades and contents, grades 3-8 ELA and math, and once in HS. Both are looking at HS grade 11.
- A recent Federal Register Notice was released to solicit another consortium re English Language Proficiency Assessment

Accountability

- **2010 AYP Reports** haven't rolled in performance results because the SBE needs to approve performance levels at the March meeting
- **January SBE approved two amendments that impact 2011 AYP calculations**: Grad rates relative to safe harbor calculations, and the use of CMA to determine EL accountability
    - o EL – assessments for a student who's been re-designated include CST **or** CMA
- **2011 AYP Reports:** This is the first year we have the longitudinal data to look over four years; therefore, there will be two graduation rates. LEAs will see the current rate (four year completion) to measure change from last year (2010). You'll also see a new baseline with the four-year longitudinal cohort graduation rate.
- **For graduation and dropout data, two offices are involved:** Data Management (DMD) will be the division to release Dropout and Graduation rates in the spring, with the results integrated in Accountability (AAU) reports in the fall.
- **CMA Orders:** Last week letters were sent to LEAs that have students in grades 8+, look at the orders for students participating in CMA and review their estimates.
    - o **Purpose:** Make sure it's accurate for grade levels and content areas so they can make the best API estimate possible.
- **Accountability:** Torlakson is interested in broadening beyond test results. API is 60% test reports, 40% "other things"
    - o Sets of regulations will be taken to the SBE
    - o Earliest this could take place is next year's base API
    - o Question: What other things do we want to see as measures of accountability? A more comprehensive measure is being explored in the Team workgroup
- **Student growth measures:** It's continued as an issue in CA for many years. The assessment consortia were required to integrate a student growth measure. The state has a 2013 deadline to incorporate in its assessment system. But then what does CA do when it is transitioning in 2014 to a new system?

Change in Kindergarten Age	Phil LaFontaine, Director, English Learner and Curriculum Support Division
Handout #4	916-323-6440 plafonta@cde.ca.gov

Is it possible for a student who did not turn 5 between Nov 2 and Dec 2 to go into transitional k? This is one area they need more information about. The initial purpose of the proposed "TK" was to provide a way to mitigate the "in-between" situation, help parents, and provide an educational opportunity

What if there are only enough students for very small classes? (Rural schools might have 2-3 students that fit this category)? The intent of the law is to have separate classes, but it would probably be a local decision for LEAs if they have combo classes…

Have T-K standards been established? No Transitional K standards have been established at this point. The T-K must be developmentally appropriate and a modified kindergarten curriculum. Look at the preschool foundations, and the more elementary k standards, then put together. Any rule or regulation applies to transitional k.

Do LEAs have to administer the CELDT to T-K students? Students would need to be CELDT tested.

Data Collection for Title III	Karl Scheff, Manager, Educational Demographics	
Handout #5	**916-327-0192**	kscheff@cde.ca.gov

This data collection is in the midst of transition – moving R30 Language Census to student-based data collection. It used to be aggregated counts. (See handout, third slide for matrix of changes.) The information is collected by primary language and by grade level. Broken out by type of instruction students receive.

CALPADS will do User Acceptance Testing in the next week.

Program Improvement Updates	Laura Wagner, Administrator, District & School Improvement Division	
Alignment Letter: Titles I, II, and III	**916-319-0599**	lwagner@cde.ca.gov
NO HANDOUT		

Updates and upcoming activities
- The Academic performance data review is in September. Those data are regularly updated throughout the year.
- A September 29 notice letter was issued with district PI status under Title I, II, and III.
- Since then, Graduation rate data have been released and additional data corrections have been made.
- **Prepare for a second ESEA notice letter within the next two weeks.**

When will the updated addendum be due? Exact dates aren't established yet (based on the date of issuance of the letter). Generally it's within 90 days of notification.

For LEAs who went into PI during September: An addendum was due January. Feedback will be available soon, and COEs will have access to the info (to provide support?) LEA will get a single letter combining feedback from Titles I, II and III.

For LEAs in PI, Year 3 Corrective Action. (There's no 4, 5, 6.) We have four cohorts of LEAs in Year 3. The first cohort was sanctioned in March 2008. There will be an item (#4) for the SBE March meeting. This is the new Board's first look at their responsibilities to review the 92 LEAs in Cohort 1. It's in EdCode 52055.57E. (Within three years, the LEAs need to report to the SBE.) Anticipate debate from SBE about what they want to do about the entire cohort.

Cohort #2 was sanctioned in November 2008, so they will follow on the heels of Cohort #1. Implement Corrective Action 6 as well as they can.

Cohort #3 is now implementing. The LEA Plans are due later on.

When considering future SBE scrutiny, think about PI schools – What kind of support is the LEA providing?

Cohort #4 is comprised of the 62 LEAs that went into Corrective Action in September 2010. This is the subject of Board Item #3. Five sets of criteria are applied to determine the level of Corrective Action. (Refer to November 2009, Item #16, Item 19 and 21.) There will be financial resources for all LEAs that are in Corrective Action, but those funds only cover an 18 month period.

For Cohort 1: The same five variables have been applied to re-rank the LEAs.
Funds are ONLY available for Cohort #4. They will be allocated the same as before, based on the number of schools in PI. CDE has attempted to introduce legislation to correct that, but have been unsuccessful.

NOTE: PREVIOUSLY SCHEDULED, BUT DID NOT PRESENT AT MEETING
School Plan for Student Achievement, Local Educational Agency Plan Budgets, and Title I Reservations
Keith Coppage, Manager, School Support & Title I Basic
916-319-0380 kcoppage@cde.ca.gov

The next meeting of the Categorical Program Directors is a co-host meeting at the California Department of Education, Room 1101 on Friday, March 18, 2011. Kristen Tosh-Cowan is scheduled to be a presenter.