



State and Federal Reporting



Data continues to become more visible and important in day to day activities.

The importance of your data....

- ✓ Check the quality of your data. Use various resources to verify the student's birth date, name, address, and other demographic information. These are some key elements used to request a State-wide Student ID (SSID).
- ✓ Accurate data is CRITICAL in **all** systems – they intersect one another and are in constant motion.
- ✓ At any given point in time, data is extracted by different departments to produce reports at various levels and in many formats. Some uses are to:
 1. Determine staffing and funding levels;
 2. Decide the amount of classes /grade level breakdowns (i.e., combo classes);
 3. Longitudinal analysis of student data over a period of time;
 4. Assist parents with choosing a school.

Special Education Information System (SEIS) has data imported and exported to Aeries; Human Resources Information System (IRIS) uploads data to Aeries, Aeries exports data to SchoolNet, and the list goes on.

Data is extracted from Aeries and may be submitted to CALPADS bi-monthly and more frequently (sometimes daily) during important times such as Fall1 and SBAC testing. Fall1 brings money into the district and correct information needs to be in CALPADS for students to be administered the correct test, accurate placement of a student, communications sent out contain the correct information, etc.

CALPADS

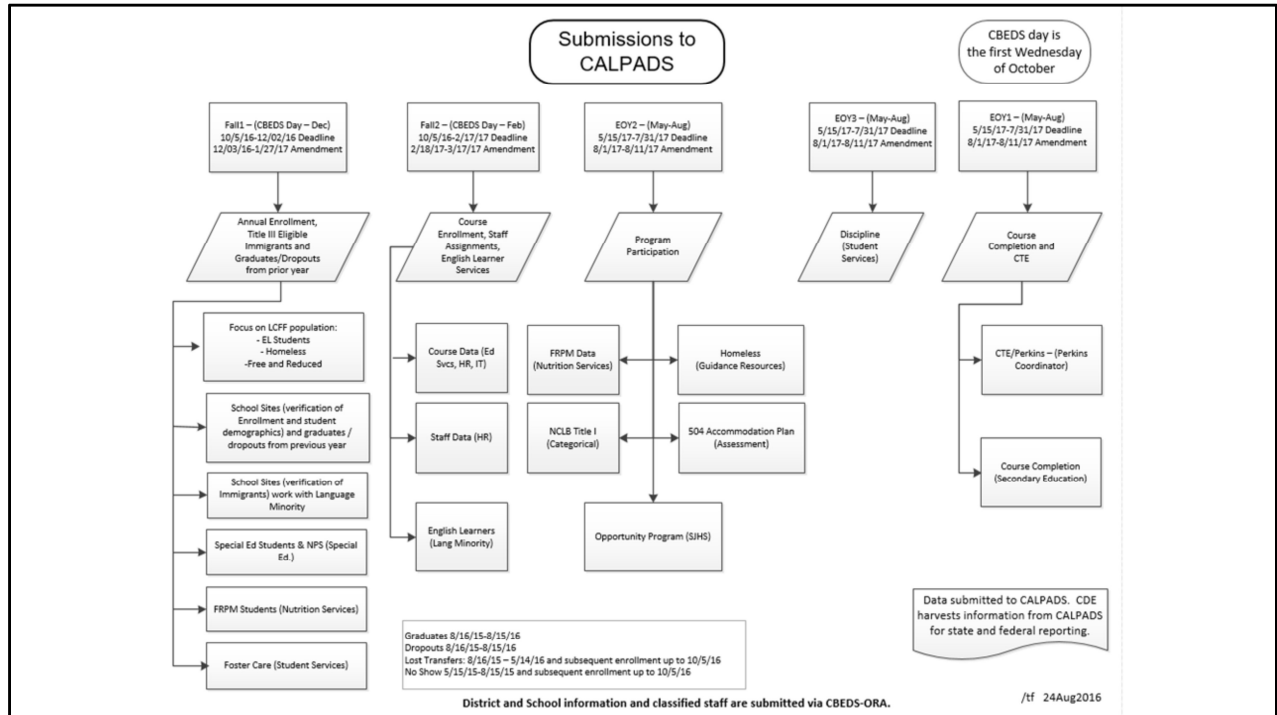
- ✓ State law requires **every** California public school student to have **only one** unique SSID.
- ✓ The SSID is a critical component and serves as the “unique key” enabling CALPADS to track student information longitudinally. The SSID will remain with the student during his/her academic career in the California Public School system.
- ✓ CALPADS will allow for electronic transfer of student data (i.e., test scores, demographic data, student information) to speed up the process of placing students appropriately.
- ✓ Provide a student’s enrollment history.
- ✓ A student shall have **only one active primary enrollment at any given time** in CALPADS.

IUSD takes ownership once we obtain an SSID for the student and the student is primarily enrolled with our district. Enrollment drives staffing, programs, and funding.

Data submitted to the California Department of Education (CDE) have significant impacts as they are used to:

- ✓ Determine state funding (Local Control Funding Formula - LCFF)
- ✓ Enable statewide assessment administration (SBAC)
- ✓ Develop accountability metrics. Longitudinal data for over twenty years.
- ✓ Monitor compliance with state and federal law

Incorrect student information such as enrollment, disability, language fluency will directly impact additional funding. Information provided by CALPADS will impact data on numerous reports in which funding allocations, staffing and decisions are made.



Snapshot of CALPADS reporting timelines and data reported to the state. State and federal governments are continually adding reports they want extracted from CALPADS. CASEMIS, Civil Rights Data Collection, Carl Perkins, Chronic Absenteeism and Truancy to name a few. We report as a district and we cannot have ANY fatal errors. If one site has a piece of information that produces a fatal error, the district CANNOT certify. State and Federal deadlines rarely move and lately, the reporting windows are becoming shorter.

Data and State/Federal Reporting



October 12, 2016

Once data is certified for each of the areas identified on the flow chart, it becomes public record at the aggregate level. At any given point in time the public can access the information.



How CALPADS Data are Used and Consequences

The data certified in the CALPADS Annual Submissions are used for many purposes, including funding calculations for various State and Federal programs. The data maintained in the CALPADS Operations Data Store (ODS) are used for many purposes including accountability metrics and statewide assessment registration.


Certified Data			
Annual Submission	State or Federal	State/Federal Data Usage	LEA Impact if Not Certified
Fall 1: <ul style="list-style-type: none"> Current Year enrollment counts Prior Year Grads & Dropouts Immigrant counts Free and reduced meal eligibility counts FRPM/EL/Foster Unduplicated Count English Language Acquisition Status 	State	DataQuest (current year official enrollment, prior-year Graduates, Dropouts)	0 counts on DataQuest
		Unduplicated Pupil Count (UPC) for Local Control Funding Formula (LCFF) supplement and concentration grant calculations	0 counts & 0 funding
		Long-term English Learner calculations	0 counts on DataQuest
		School Accountability Report Card (SARC)	No SARC pre-population
		Department of Finance for budget projections	0 counts
		To respond to lawsuit and audits	0 counts
		To address requests from policy makers, researchers, and other entities	0 counts
	Federal	Title I and Title II	0 counts & 0 funding for COEs and Direct Funded Charter schools
		Consolidated State Performance Report (CSPR)	0 counts
		Title III Limited English Proficiency Program	0 counts & 0 funding
		Title III Immigrant Program (SNOR)	0 counts & 0 funding
		Titles VI & IX reports for the Civil Rights Act of 1964	0 counts
		Individuals with Disabilities Education Act (IDEA)	0 counts
		Various U.S. Department of Education (ED) organizational websites	0 counts
	Both	Eligibility to apply for various state and federal grants (especially those based on counts of economically disadvantaged students)	0 counts and ineligibility to apply for grants
Fall 2: <ul style="list-style-type: none"> Staff assignments Student course enrollments English Learner services 	State	DataQuest (Teacher Counts, Course Enrollments, and EL Services)	0 counts
		CCR Title V, Section 97 (certificated staff)	0 counts
		Monitoring for English Language services	Increased potential for monitoring
	Federal	Consolidated State Performance Report (CSPR)	0 counts
		Quality Education Investment Act (QEIA) funding	0 counts & 0 funding

If we do not certify CALPADS as a district we will get 0 counts, 0 funding , unable to apply for grants, etc. We MUST certify on time and the data needs to be accurate. For specific reporting periods, please refer to slide 6.

How CALPADS Data are Used and Consequences

EOY-1: <ul style="list-style-type: none"> Course completion Career Technical Education (CTE) concentrators and completers 	State	DataQuest (Course Completion & CTE)	0 counts
		CTE Incentive Grant	0 counts & 0 funding
	Federal	Carl Perkins E-1 Reporting (CTE Participants, Concentrators and Completers)	0 counts & grant eligibility
EOY-2: <ul style="list-style-type: none"> Program participation Homeless an TK enrolled counts 	State	DataQuest (Programs and Homeless)	0 counts
		Elementary and Secondary Education Act (ESEA) Title 1, Part A Neglected	0 counts & grant eligibility
	Federal	EDEN (Education Data Exchange Network) Reporting	0 counts
EOY-3: <ul style="list-style-type: none"> Student discipline Cumulative enrollment Chronic absenteeism 		Consolidated State Performance Report (CSPR)	0 counts
	State	DataQuest – Suspension and Expulsion	0 counts
		DataQuest – Chronic Absenteeism	0 counts
		NCLB Consolidated State Performance Report (CSPR)	0 counts
	Federal	NCLB Title IX - At Risk/Persistently Dangerous Schools	0 counts
		ESEA Title IV, Part A, Subpart 3, Section 4141 (e) - Firearm Offenses	0 counts
		Individuals with Disabilities Education Act (IDEA)	0 counts
		Operational Data Store (ODS) Data	
	State	State Accountability and Continuous Improvement System	Data are pulled from the ODS at announced times and used for these purposes.
Accountability		School Accountability Report Card (SARC)	
	Federal	Calculating the four-year graduation cohort rate used in state and federal accountability	
		Determining which students were continuously enrolled at the school or local educational agency (LEA)	
		Determining which students are English Learners in order to track progress towards English proficiency for accountability purposes.	
Assessments	State	Registering students for the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced interim and summative assessments	
		Pre-ID for students taking the Science CAASPP assessments	



		1.1 Enrollment - Primary Status by Subgroup						
Academic Year: 2016-2017		LEA: Irvine Unified		Created Date: 09-30-2016				
View: ODS		School Type: ALL						
As Of: 9/30/2016		School: ALL						
School Code	School Name	Primary Enrollments	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	Socio-Economically Disadvantaged
6100838	Alderwood Elementary	848	141	73	44	0	61	1
3030467	Alternative Education-San Joaquin High	52	3	1	3	0	2	0
0133389	Beacon Park	418	63	40	0	0	0	0
6097042	Bonita Canyon Elementary	465	79	54	40	0	36	0
6102719	Browood Elementary	562	84	32	56	0	54	0
6115455	Canon View Elementary	681	128	90	40	0	56	0
6089437	College Park Elementary	780	193	104	21	0	66	0
3030129	Crestside High	93	15	3	0	0	16	2
6089429	Culverdale Elementary	749	210	119	5	0	68	0
0129155	Cypress Village Elementary	1006	229	149	35	0	64	0
6096184	Deerfield Elementary	692	114	91	58	0	48	1
0116053	Early Childhood Learning Center	58	0	1	0	0	0	0
6100317	Eastshore Elementary	624	100	60	64	0	44	1
6089445	Greentree Elementary	482	84	30	15	0	40	0
0116046	Irvine Adult Transition Programs	83	19	2	0	0	34	0
3030152	Irvine High	2068	223	199	350	0	133	2
0127472	Jeffrey Trail Middle	1070	139	131	169	0	41	1
6096511	Lakeside Middle	711	77	63	82	0	34	0
6106850	Meadow Park Elementary	685	117	71	28	0	89	0
6100861	Northwood Elementary	723	140	72	37	0	54	0
3030657	Northwood High	2244	137	175	545	0	89	3
0000001	NPS School Group for Irvine Unified	26	2	0	0	0	18	0
6120141	Oak Creek Elementary	912	229	194	34	0	88	1
6115786	Plaza Vista	948	221	133	75	0	54	0
0133405	Portola High	398	59	55	0	0	0	0
0129296	Portola Springs Elementary	774	134	58	30	0	52	0
6071179	Rancho San Joaquin Middle	862	105	95	138	0	24	0

One of numerous reports certified for Fall1 breaks the enrollment down by subgroups.

Fall1



1.6 - Graduates and Dropouts by Subgroup

Academic Year: 2016-2017 View: ODS As of: 10/5/2016			LEA: Irvine Unified School Type: ALL School: Irvine High-3030152,Northwood High-3030657,University High-3035102,Woodbridge High-3030285					Created Date: 09-30-2016						
Graduates								Dropouts						
School Code	School Name	:	Title III, Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	English Learner	Socio.Economically Disadvantaged	Title III, Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	English Learner	Socio.Economically Disadvantaged
3030152	Irvine High		31	92	0	30	32	110	5	0	0	2	6	3
3030657	Northwood High		31	154	0	32	19	34	0	0	0	0	0	0
3035102	University High		69	178	0	29	45	102	9	2	0	2	11	7
3030285	Woodbridge High		29	115	0	48	38	83	0	0	0	0	0	0
TOTAL - Selected Schools			160	539	0	139	134	329	14	2	0	4	17	10
Grade: ALL			Ethnicity/Race: ALL					Gender: ALL						

Grade: ALL Ethnicity/Race: ALL Gender: ALL

Re-enrollment in another LEA is not evaluated for purposes of adjusting dropout counts. To view Dropout data adjusted for re-enrollments in another LEA, please refer to Snapshot reports 1.14 Dropouts Count - State View and 8.1c - Student Profile Dropouts - State View - List.



1.9 Completers and Dropouts - Count

Academic Year: 2016-2017		LEA: Irvine Unified		Created Date: 09-30-2016						
View: ODS		School Type: ALL								
As Of: 10/5/2016 12:00:00 AM		School: Irvine High-3030152,Northwood High-3030657,University High-3035102,Woodbridge High-3030285								
		Graduate Completers			Non-Graduate Completers			Dropouts		
School Code	School Name	Graduates Meeting UC/CSU Requirements	Graduates Not Meeting UC/CSU Requirements	Total Graduate Completers	GED	Special Ed Certificate	Total Non-Graduate Completers	Same School No Show	Other	Total Dropouts
3030152	Irvine High	255	206	461	0	5	5	0	12	12
3030657	Northwood High	398	118	516	0	4	4	0	0	0
3035102	University High	466	145	611	0	10	10	0	15	15
3030285	Woodbridge High	359	210	569	0	11	11	0	0	0
TOTAL - Selected Schools		1478	679	2157	0	30	30	0	27	27
Grade: 09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade		Ethnicity/Race: ALL		Gender: ALL						

Grade: 09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade Ethnicity/Race: ALL Gender: ALL

Re-enrollment in another LEA is not evaluated for purposes of adjusting dropout counts. To view Dropout data adjusted for re-enrollments in another LEA, please refer to Snapshot reports 1.14 Dropouts Count - State View and 8.1c - Student Profile Dropouts - State View - List.

Reporting Date Ranges Academic Year 2016-17:

Graduates: 08/16/15 – 08/15/16

Dropouts: 08/16/15 – 08/15/16

Lost Transfers: Exits between 08/16/15 and 05/14/16, and no subsequent enrollment up to 10/05/16

No Show Dropouts: Exits between 5/15/2015 and 08/15/2015, and no subsequent enrollment up to 10/05/16

1.17 - FRPM/English Learner/Foster Youth - Count

Non-Charter School(s)											
Free/Reduced Meal Eligibility Counts Based On:											
School Code	School Name	Total Enrollment	Free & Reduced Meal Program: 181/182	Foster	Homeless (1)	Migrant Program: 135	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Total Unduplicated FRPM/EL Eligible (3)	
6100838	Alderwood Elementary	848	0	0	0	0	0	0	0	0	0
3030467	Alternative Education-San Joaquin High	52	0	0	0	0	0	0	0	0	0
0133389	Beacon Park	418	0	0	0	0	0	0	0	0	0
6097042	Bonita Canyon Elementary	465	0	0	0	0	0	0	0	0	0
6102719	Brwwood Elementary	562	0	0	0	0	0	0	0	0	0
6115455	Canyon View Elementary	681	0	0	0	0	0	0	0	0	0
6089437	College Park Elementary	780	0	0	0	0	0	0	0	0	0
3030129	Crestside High	93	0	0	0	0	0	0	0	0	0
6089429	Culverdale Elementary	749	0	0	0	0	0	0	0	0	0
0129155	Cypress Village Elementary	1006	0	0	1	0	0	0	0	0	0
6096184	Deerfield Elementary	692	0	0	0	0	0	0	0	0	0
0116053	Early Childhood Learning Center	0	0	0	0	0	0	0	0	0	0
6100317	Eastshore Elementary	624	0	0	2	0	0	0	0	0	0
6089445	Greentree Elementary	482	0	0	0	0	0	0	0	0	0
0116046	Irvine Adult Transition Programs	83	0	0	0	0	0	0	0	0	0
3030152	Irvine High	2068	0	0	1	0	0	0	0	0	0
0127472	Jeffrey Trail Middle	1070	0	0	0	0	0	0	0	0	0
6098511	Lakeside Middle	711	0	0	1	0	0	0	0	0	0
6106850	Meadow Park Elementary	685	0	0	0	0	0	0	0	0	0

Report 1.17 determines the LCFF – funding brought into the district. From the LCFF, administrators develop the LCAP.

Local Control Funding (LCFF)

- ✓ Local Education Agencies (LEAs) receive funding based on the demographic profile of students they serve and gain greater flexibility to use the funds to improve outcomes of students.
- ✓ The LCFF focuses on students who are English Learners, Economically Disadvantaged and Foster students. A supplement grant equal to 35 percent of the base grant is provided for each English Learner, economically disadvantaged or foster youth pupil.

Local Control and Accountability Plan (LCAP)

- ✓ The LCAP is an important component of the LCFF.
- ✓ Under the LCFF all LEAs are required to required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC Section 52060(d).

Fall 2




4.1 - Count and FTE by Job Classification

Academic Year: 2016-2017		LEA: Irvine Unified		User ID: Field 3073650												
View: ODS		School Type: ALL		Created Date: 9/30/2016												
As Of: Fall 2 - 10/7/2016		School: ALL														
		Unduplicated Total		Teacher (12)		Administrator (10)		Pupil Services (11)		Charter School Non-Certificated Teacher With SEID (26)		Non-Certificated Administrators with SEID (25)		Itinerant or Pull-Out/Push-In Teacher with SEID (27)		
School Code	School Name	# Staff	FTE	FTE To Staff Ratio	# Staff	FTE	# Staff	FTE	# Staff	FTE	# Staff	FTE	# Staff	FTE	# Staff	FTE
Duplicated Total - Selected Schools:					0	0	0	0	0	0	0	0	0	0	0	0
Unduplicated Total - Selected Schools:		0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0

This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear at the top of this report.

Credentialed staff (Teachers, Administrators and Pupil Services such as Psychologists) are reported for Fall2.



CBEDS
California Basic Educational Data System
California Department of Education
Revised (04/08/2016)

School Information Form (SIF)
October 2016

District: Irvine Unified
School:
CDS Code: 3073650-

A. Full-Time Equivalent of Classified Staff
Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE.
(Single-school districts should report classified staff only on this form.)

	Male								Female								Totals
	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino of Any Race	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	Hispanic or Latino of Any Race	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	
1 Paraprofessionals																	
2 Office/Clerical Staff																	
3 Other Classified Staff																	

B. Kindergarten Program Type
Report the type of kindergarten and transitional kindergarten program offered by the school by selecting the appropriate program type below. Please note: transitional kindergarten programs must be of equal length as kindergarten programs, unless you have an approved State Board of Education waiver on file.
Refer to the Glossary and the SIF instructions in the CBEDS Administrative Manual for further information.

C. Truancy (2015–16)
On line 1, report the total unduplicated number of students who were truant between July 1, 2015 and June 30, 2016. A student is considered truant when the student is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.
On line 2, if you reported zero on line 1, explain why there were zero truant. Do not restate the fact that there were zero truant. Please refer to the CBEDS Administrative Manual for more details and examples of appropriate responses.

1

Kindergarten Program (select one)
☐ Full-day ☐ Part-day ☒ Both full-day and part-day ☐ None

2

Transitional Kindergarten Program (select one)
☐ Full-day ☐ Part-day ☒ Both full-day and part-day ☐ None

1

Number of truant.

2

Explanation of zero truant. (Minimum of 35 characters required)

School Information Form – Page 1 of 2

The School Information Form provides CDE with classified staff and information about the school. This information also becomes public and collects data as of Information Day, the first Wednesday of October.



Enrollment by Ethnicity for 2015-16
District Enrollment by Gender, Grade & Ethnic Designation

<http://data1.cde.ca.gov/dataquest/>

Report:

Year:

District:

Gender:

Type:

Irvine Unified Report

(Note: Data for uncertified district schools will not be included in the district reports however, Independent Reporting Charters that have certified will be displayed on the district report even if the authorizing District has not certified their data.)

Ethnicity	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec	Total Enroll	Adults in K-12 Program
Hispanic or Latino of Any Race	313	284	285	320	276	306	270	244	241	0	239	233	223	256	5	3,495	0
American Indian or Alaska Native, Not Hispanic	4	4	6	8	6	1	3	5	7	0	5	14	7	6	0	76	0
Asian, Not Hispanic	1,114	1,063	1,142	1,153	1,210	1,153	1,235	1,187	1,216	0	1,149	1,172	1,003	1,006	23	14,826	0
Pacific Islander, Not Hispanic	3	5	2	7	3	5	7	13	10	0	7	11	3	12	1	89	0
Filipino, Not Hispanic	74	71	63	75	81	70	66	84	80	0	94	72	75	74	1	980	0
African American, Not Hispanic	45	35	39	41	53	37	62	56	57	0	53	65	40	54	2	639	0
White, not Hispanic	719	632	694	679	760	696	791	846	837	0	782	817	846	788	30	9,917	0
Two or More Races, Not Hispanic	276	228	237	249	246	233	207	108	97	0	93	89	76	72	4	2,215	0
Not Reported	3	3	2	0	4	2	4	11	6	0	5	5	16	19	2	82	0

Report Total

Level	Code	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec	Total Enroll	Adults in K-12 Program
Irvine Unified	3073650	2,551	2,325	2,470	2,532	2,639	2,503	2,645	2,554	2,551	0	2,427	2,478	2,289	2,287	68	32,319	0
Orange Total	30	38,529	33,172	35,475	35,729	37,057	37,177	37,420	37,974	37,516	115	40,195	41,329	40,367	40,173	802	493,030	197
State Total	00	530,531	444,573	463,881	470,157	485,885	476,427	471,467	470,753	465,322	416	487,202	488,004	472,968	492,835	6,316	6,226,737	1,196

[Download Data](#) Download a semicolon-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software for analysis.

Gender: All, Type: Primary Enrollment

Report generated: 9/30/2016 11:58 AM
Source: California Longitudinal Pupil Achievement Data System (CALPADS)

Once data is certified, CDE will make the information public.



Cohort Outcome Data for the Class of 2014-15

District Results for Irvine Unified 3073650

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Cohort Special Ed Completers	Special Ed Completers Rate	Cohort Still Enrolled	Still Enrolled Rate	Cohort GED Completer	GED Rate
3030467	Alternative Education-San Joaquin High	26	17	65.4	*	34.6	*	0.0	*	0.0	*	0.0
3030129	Creekside High	--	--	--	--	--	--	--	--	--	--	--
3030152	Irvine High	466	450	96.6	11	2.4	*	0.2	*	0.9	*	0.0
0000001	Non-public, non-sectarian schools	*	*	33.3	*	0.0	*	0.0	*	66.7	*	0.0
3030657	Northwood High	535	519	97.0	*	0.6	12	2.2	*	0.2	*	0.0
3035102	University High	638	620	97.2	*	1.3	*	0.9	*	0.6	*	0.0
3030285	Woodbridge High	620	590	95.2	12	1.9	11	1.8	*	1.1	*	0.0

District-wide

Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
2,361	2,237	94.8	67	2.8	30	1.3	27	1.1	*	0.0

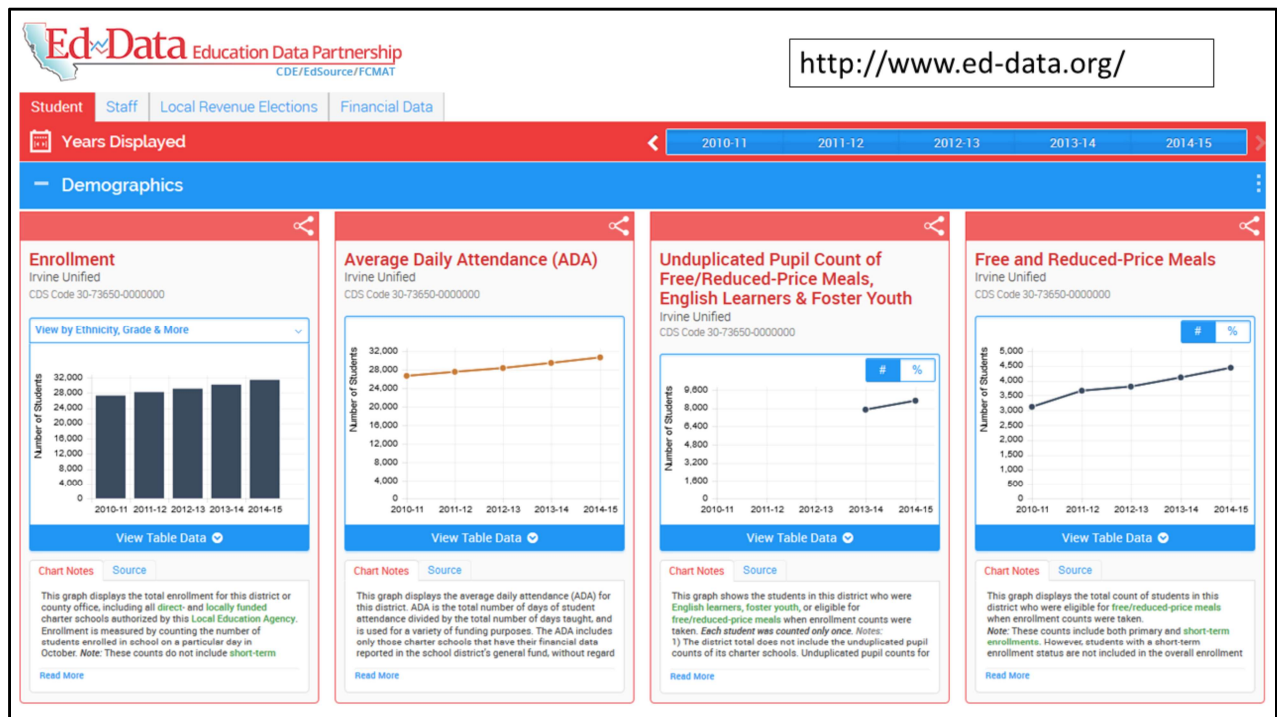
Double dashes (--) indicate an ASAM School. ASAM schools that are not Direct Funded Charter (DFC) schools and not County Office of Education administered receive the district-wide rate.

Triple dashes (---) indicate an County Office of Education (COE) administered school. COE administered schools receive the County-wide rate.

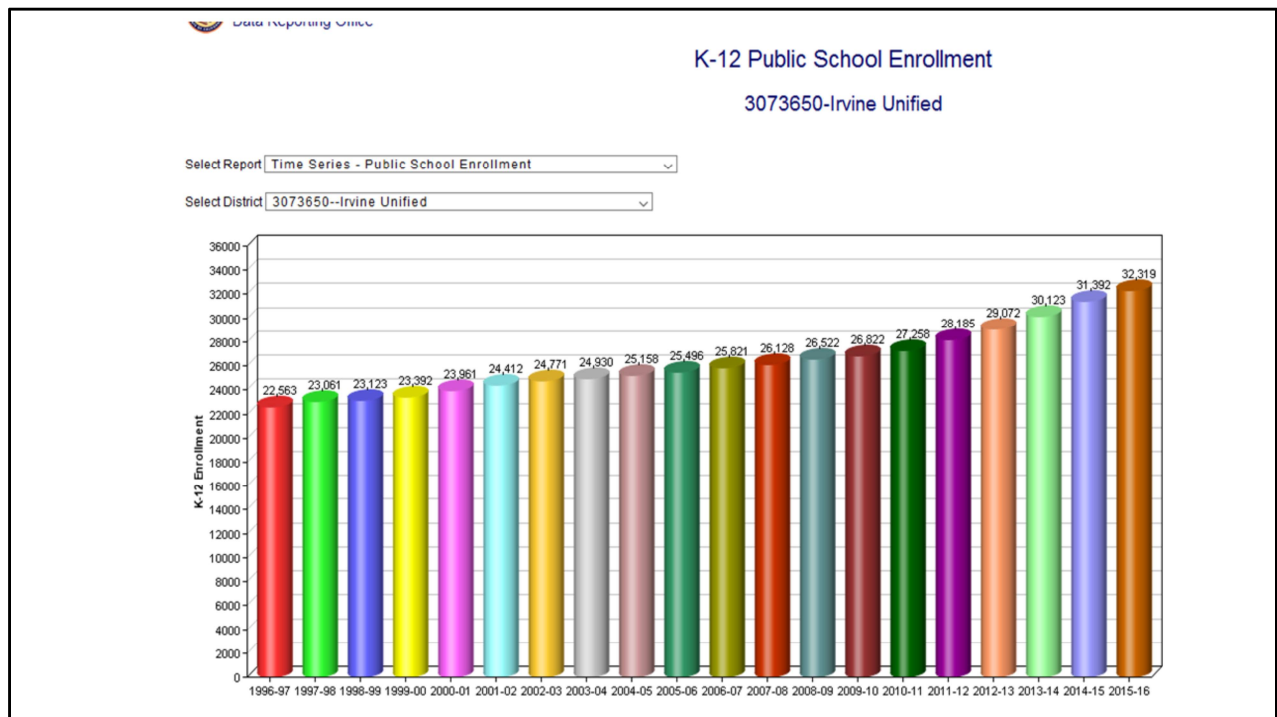
An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

[Definitions used in producing cohort outcome data \(DOC\)](#)

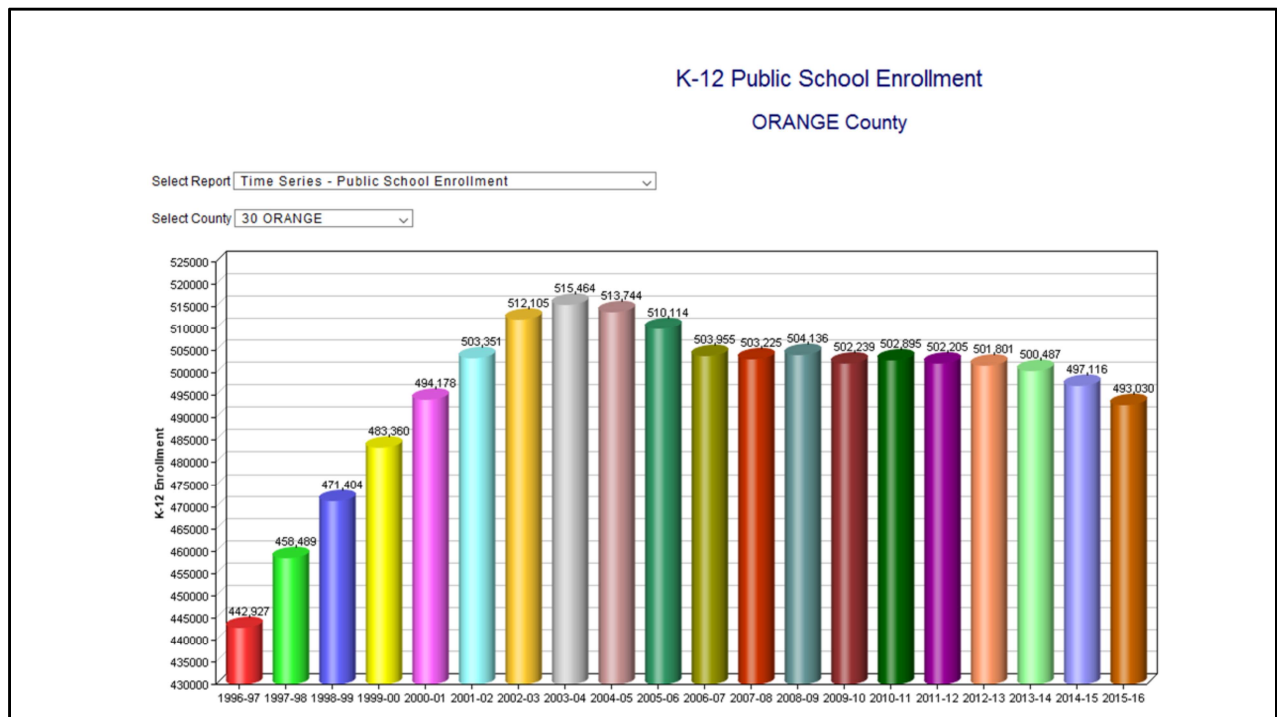
The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die.



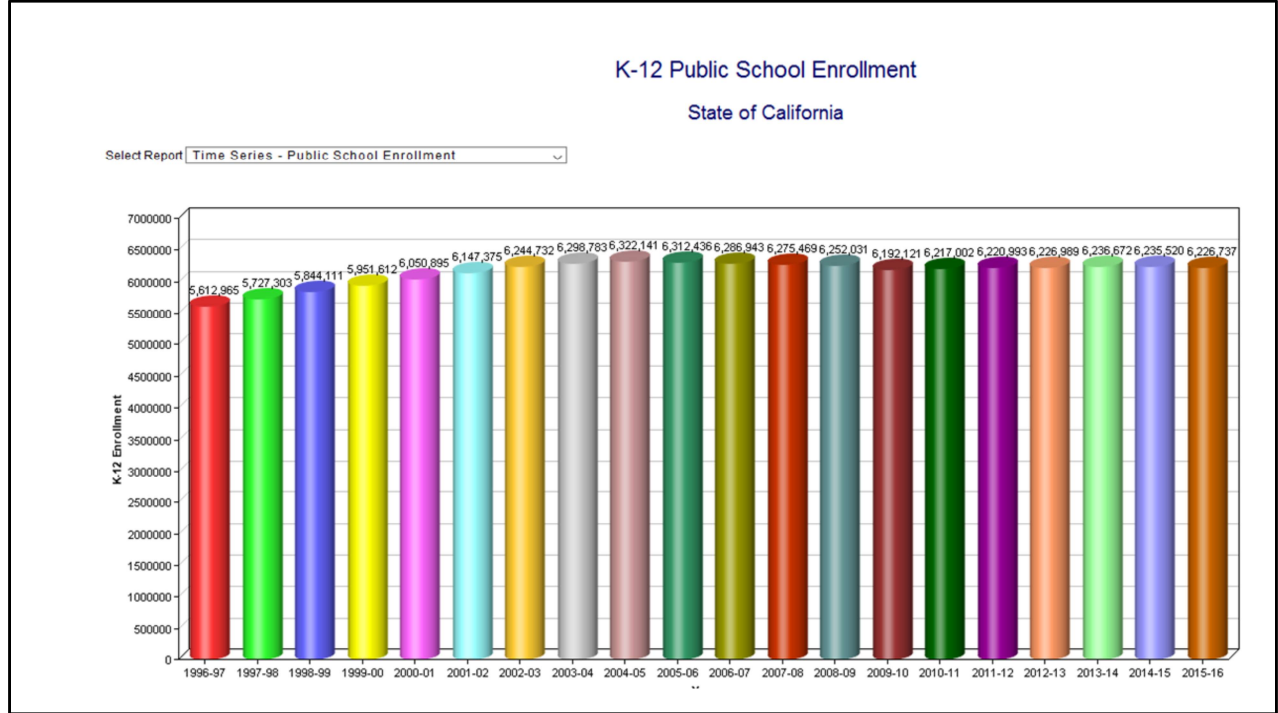
Ed-Data is another website with published reports. CDE And Ed Data allow the user to generate custom reports by selecting certain criteria.



IUSD continues to grow. For the 2016-17 year, enrollment increased by 1,000+. It is projected within the next 9 years, we will grow another 9,000 students.



After the peak of 2003-04, Orange County enrollment is declining.



The state of California's enrollment plateaus.



Maintenance is Key

- ✓ Periodically check IDEAS website <http://ideas.iusd.org/> to resolve inaccuracies.
- ✓ Data (enrollment, information and program data) is submitted to CALPADS every 2-3 weeks. Other data is submitted less frequently.
- ✓ Incorrect data will cause the district loss of funds and other ramifications such as incorrect counts for state and Federal reports.



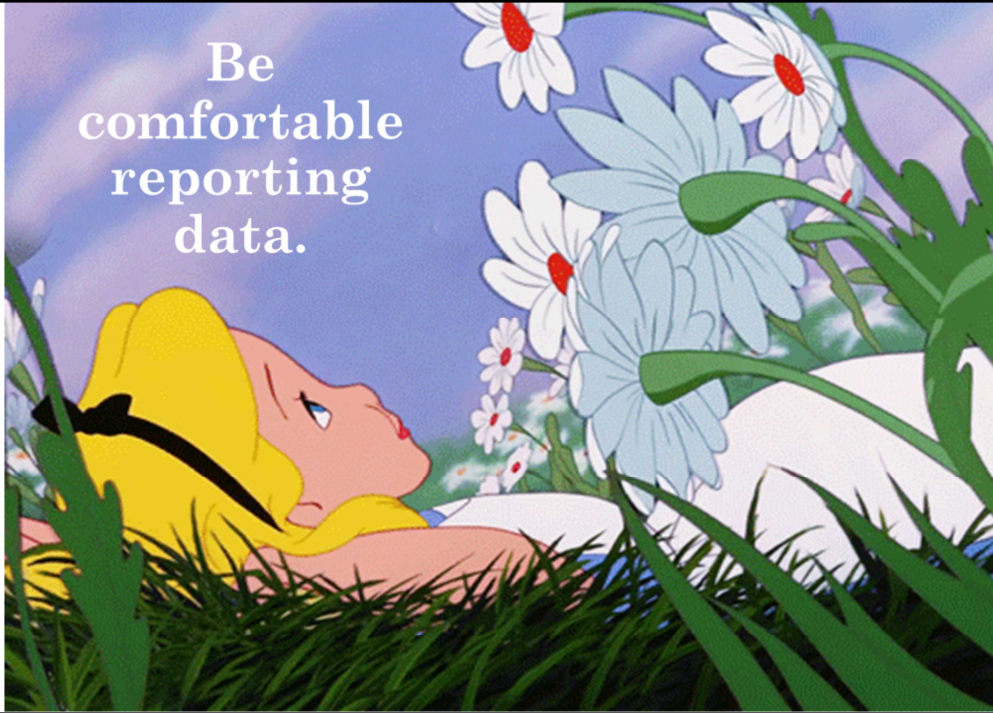
It really is that important....

- ✓ CALPADS will store the data – whether or not the data is correct.
- ✓ The old saying, “garbage in, garbage out” – GIGO
- ✓ Staffing levels are dependent upon accurate enrollment of students.
- ✓ Funding levels are based on student populations and staffing levels – this includes categorical programs which is a substantial amount of money.

Enrollment

- ✓ Accuracy of enrollment data for each student is imperative. Our data is shared with any other California public school who takes ownership of the student once the student leaves IUSD.
- ✓ Insure proper exit reasons are used as each reason has it's implications whether good or bad.
- ✓ Graduation and dropout rates are extracted from CALPADS.
- ✓ Various state and Federal reports are dependent upon CALPADS information.

Be
comfortable
reporting
data.



1USD

- ✓ We are here to assist you
- ✓ You continue to support us
- ✓ Communication is a two way street on the IUSD Highway of information
- ✓ Collaboration furthers **OUR** success

