

California Individualized Education Program (IEP) Expert Panel Report

Prepared for

California Collaborative for Educational Excellence

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INTRODUCTION

Pursuant to the 2022 Budget Act, the California Collaborative for Educational Excellence (CCEE) in consultation with and subject to the approval of the Executive Director of the State Board of Education (SBE) was charged with convening an IEP Expert Panel (hereafter, “Panel”). The legislation reads:

“funds shall be available on a one-time basis for the California Collaborative for Educational Excellence to convene a panel, comprised of members selected in consultation with and subject to the approval of the Executive Director of the State Board of Education, to continue refining the Individualized Education Program template designed by the workgroup authorized in Chapter 6 of the Statutes of 2020 for usability. On or before June 30, 2024, the California Collaborative for Educational Excellence shall provide the Chairpersons of the relevant policy committees and budget subcommittees of the Legislature, the Executive Director of the State Board of Education or the Executive Director’s designee, and the Director of Finance with an update on the development of a state standardized Individualized Education Program template.”

For the Expert Panel, CCEE engaged RTI International¹ to document the Panel process and complete the final report per the legislative charge. This report includes a summary of Panel’s processes, the Panel-proposed statewide Individualized Education Program (IEP) template, the Expert Panel’s recommendations, and a listing of Panel members (**Appendix A**).

¹ Trade name for Research Triangle Institute.

YEAR 1 IEP EXPERT PANEL PROCESS

The full Panel met 18 times during the 2-year project, with subgroup meetings during development of the Panel's Principles in Year 1 and IEP template section revisions in Year 2. Meetings were conducted both in person and virtually. Facilitators gathered input on agenda and action items through group discussion. Meetings included whole-group discussions, small-group discussions in response to a specific prompt or discussion item (conducted in breakout rooms during virtual meetings), and brainstorming of next steps. RTI staff attended Panel meetings and a sample of small-group meetings to observe and document the process.

Over the 2 years, the Panel developed guiding principles for the IEP template, reviewed and analyzed IEP templates from other states and current IEP forms being used in California, refined the template developed by the previous statewide Workgroup², and responded to feedback from state agencies and education partners to refine the proposed statewide IEP template. **Exhibit 1** organizes the Panel's work into meetings, activities, decisions, and IEP template feedback.

Exhibit 1. Organization and Major Milestones of the Panel's work

	Year 1 Jul to Dec 2022	Year 1 Jan to Jun 2023	Year 2 Jul to Dec 2023	Year 2 Jan to Jun 2024
Meetings	<ul style="list-style-type: none"> Panelist Selection 1 Full Panel meeting 	<ul style="list-style-type: none"> 7 Full Panel meetings Ad hoc meetings for Guiding Principles 	<ul style="list-style-type: none"> 5 Full Panel virtual meetings Ad hoc meetings for IEP section revisions 	<ul style="list-style-type: none"> 3 Full Panel virtual meetings, 2 in-person
Activities	<ul style="list-style-type: none"> Select panelists 	<ul style="list-style-type: none"> Review 3 IEP templates Draft Guiding Principles 	<ul style="list-style-type: none"> Discuss 10 IEP updates Revise IEP's 10 sections 	<ul style="list-style-type: none"> Select partners Collect & analyze data
Milestones	<ul style="list-style-type: none"> Panel Goals 	<ul style="list-style-type: none"> Three Guiding Principles 	<ul style="list-style-type: none"> Revised IEP 	<ul style="list-style-type: none"> Feedback incorporated
Feedback			<ul style="list-style-type: none"> State Agencies 	<ul style="list-style-type: none"> Partner Feedback

² Doutre, S. (2021). *California Statewide Individualized Education Program (IEP) Workgroup Report*. https://www.scoe.net/media/ankhexys/ca_iep_workgroup_report.pdf

As the Panel started its work in fall 2022, it confirmed its charge was to refine the IEP template created by the previous Workgroup. As such, in Year 1, the Panel reviewed the prior Workgroup's template and IEP templates from other states.

The IEP Panel's charge was to refine the IEP template developed by the previous workgroup for usability.

In the second half of Year 1, the Panel developed and agreed on common aspirations for an IEP template to guide their individual and collective work. An initial discussion led to the Panel establishing eight important values:

1. The IEP is student-centered and family-oriented, as evidenced by
 - prioritizing identification and discussion of students' strengths and assets; and
 - creating opportunities to communicate a vision for the student, paired with clear strategies and supports for progress and success.
2. The IEP encourages equity of voice and honors each IEP team member as a valued expert.
3. The IEP uses plain language, is succinct, and has a logical flow to help all team members—especially students and families—understand what will be discussed and why.
4. The IEP contains information necessary for successful and consistent implementation (by teachers, service providers, etc.).
5. The IEP prioritizes clarity and portability over compliance in its design.
6. The IEP anticipates and explicitly plans for critical transitions.
7. The IEP contains information to ground team members in a common understanding of critical concepts (e.g., least restrictive environment and prioritization of inclusive practices, extended school year).
8. The IEP meets federal and state legal requirements.

The Panel used these values to assess California's Special Education Local Plan Agencies (SELPA) IEP template, prior Workgroup template and additional states current template (New York and Massachusetts).

IEP EXPERT PANEL'S GUIDING PRINCIPLES

Toward the end of Year 1, the Panel agreed on condensing the eight core values into three guiding principles for any revisions of the IEP template. The principles are that the California IEPs will be (1) collaboration aligned and team oriented; (2) student-centered and empowered, inclusive oriented; and (3) outcomes-driven. **Exhibit 2** shows the three principles with their descriptions.

Exhibit 2. The Expert Panel's Guiding Principles

Through the use of the statewide IEP template, California IEPs will be:	
Collaborative and team-oriented	<ul style="list-style-type: none"> • Provide a framework for facilitating meaningful and accessible IEP meetings and processes in support of student success and well-being. • Utilize plain and accessible language; logical and purposeful flow; support meaningful outcomes rather than compliance • Promote IEP team collaboration and equitable participation including students, parent/guardians/families, guardians, teachers, and specialists
Student-centered, assets-based, inclusion-oriented	<ul style="list-style-type: none"> • Affirm and incorporate students' assets, interests, agency, and engagement in addition to appropriately addressing challenges, needs, and concerns • Support student success and teacher effectiveness through inclusive practices and standards aligned instruction
Outcomes-driven	<ul style="list-style-type: none"> • Ensure that students will develop knowledge and skills to prepare them effectively for postsecondary opportunities, career training options, and healthy, productive lives. • Serve as a valuable tool to support student outcomes through inclusive practices and standards-aligned instruction • Leverage appropriate student supports and specialized expertise • Encourage and support planning for the future and beyond the classroom including substantive attention to key transitions • Meet federal and state legal and data requirements in ways that supplement rather than supplant the broader intentions of student success and well-being

The Panel agreements, guiding principles, and review of IEP templates laid the foundation for revising the previous Workgroup's IEP template in Year 2.

YEAR 2 IEP EXPERT PANEL PROCESS

Year 2 consisted of refining the previous IEP Workgroup template, gathering feedback from partners around the state, drafting a final IEP template, and identifying recommendations for next steps. The Panel divided into small groups to work on the 10 sections of the IEP template and then presented revisions to the full Panel. The facilitators converted the Panel's revised draft into a digital template to incorporate design elements better illustrating the intention of each section. CCEE facilitators shared the draft digital version with state agency partners for review which included incorporating their recommended changes in a revised template.

In March and April, 2024, the Panel identified education partners for focus groups. CCEE facilitators emailed specific education partners with an overview of the Panel's charge and to determine partners' willingness and availability to provide feedback on the template. Upon confirmation, CCEE provided RTI with a list of specific names and contact information of partners and organizations that should be invited to provide feedback on the template. RTI developed a pre-focus group questionnaire and a focus group protocol (with questions about the Panel's guiding principles and each of the IEP template's 10 sections). CCEE reviewed the protocols and provided feedback, which RTI used to finalize the documents.

Partners who participated in both the questionnaire and focus groups identified themselves as affiliated with the following organizations:

- Advisory Commission on Special Education (ACSE)
- California Alliance of Child and Family Services
- California State Parent Teacher Association (State PTA)
- California Teachers Association (CTA)
- CAL-TASH
- Family Engagement Commission (FEC)
- Special Education Local Plan Areas (SELPA's)
- Special Education Administrators of County Offices (SEACO)
- State SELPA Administrators Association
- Supporting Inclusive Practices (SIP)
- Unified Teachers Los Angeles (UTLA)

RTI held four virtual focus group sessions lasting 90 minutes and two additional sessions lasting 45 minutes. Eight questionnaires were returned representing a conservative estimate of feedback received from at least 10 additional people in their organizations. With 15 individuals attending and participating in focus groups and receipt of pre-session feedback from at least 10 other individuals from their organizations, a conservative estimate of 25 total partners provided input or feedback. This estimate is highly conservative because some partners represented organizations who shared their organization's collective feedback with the research team.

Feedback addressed (1) how the IEP template reflected the Panel's guiding principles, (2) suggestions for revisions to IEP template language or organization, and (3) longer-term recommendations about IEP template design, usability testing, and training.

Partner feedback on the three guiding principles confirmed that the revised IEP template draft aligned to the principles. Partners expressed appreciation for the development of the template and the opportunity to provide feedback to strengthen it. The primary recommendations that emerged from the focus groups were about next steps to implement the template, including accessibility and training. The Panel reviewed these recommendations along with recommendations from the previous Workgroup.

I know [revising the IEP template] is a lot of work and a lot of time, I can feel the time and the thought and the labor intensiveness...of developing this and appreciate it.

–Partner providing feedback on the draft IEP template

It's not just a new template-it's kind of a new process, ...to promote agency for whoever this IEP is for and whatever age they are at this time, I think it supports the individual to advocate for themselves from the beginning."

–Partner providing feedback on the draft IEP template

THE CALIFORNIA IEP TEMPLATE

Throughout the process, there were 17 revisions of the draft IEP template. This final draft (**Exhibit 3**) is version 17. Also see **Appendix B** for California's IEP Administrative Data Sheet, used to collect and input necessary state and federal reporting data. **Appendix C** shows the CALPADS crosswalk indicating that this template satisfies all necessary reporting requirements for the state of California.

Exhibit 3. Final Draft IEP Template

California's Individualized Education Program Template

The state of California has developed useful resources designed to support collaborative, successful IEP meetings that lead to best outcomes for students. Check out the resources here [link to be inserted when resources are finalized]

Student's Name _____

IEP Meeting Date _____

Birth Date _____

Current Grade Level _____



1. STUDENT STRENGTHS, INTERESTS, PREFERENCES & NEEDS

In completing these sections, include information from a variety of sources, such as input from the student and parent/guardian/family, as well as other team members including educators, school staff, and other service providers. Input from the previous year teacher(s), service providers, evaluators, and/or IEP team should be referenced to develop each section. The sentence starters provided are examples and are not intended to limit the scope of input.

STUDENT STRENGTHS - What are the student's strengths (both in and out of school)?



"My strengths are ... I am good at ... Things I like about myself are..."



"The student's strengths are... The student is good at ..."

STUDENT INTERESTS - What does the student enjoy doing or thinking about? What motivates the student?



"I am interested in and like to... I enjoy spending my time... I like to go to..."



"The student has expressed interest in... I have noticed the student likes..."

STUDENT PREFERENCES - How does the student prefer to learn (e.g., watching, doing, listening)? How does the student prefer to communicate and show what they know?



"I learn by... I prefer to show what I know by..."



"The student prefers to learn by... The student is best able to show what they know by/when..."

CONCERNS AND PRIORITIES - This section is intended to help the IEP team focus its discussion on the student's concerns, needs and priorities of the student and their parent/guardian/families.



Note student and/or parent(s)/guardian(s)/family's concerns or topics related to the student's educational progress that this IEP should address.



2. VISION STATEMENT

In general, a vision statement refers to a short and aspirational statement that represents high expectations for the student. The sentence starters provided are examples and are not intended to limit the scope of input.



"This year, I want to ... Some hopes I have for the future include..."



"This year, we want the student to... Some hopes we have for the future include..."



3. STUDENT PROFILE & PRESENT LEVELS

A personalized student profile, including assets and supportive strategies, as well as challenges, is important to develop a purposeful IEP that supports educational goals, learning, and growth. In this section, student's current levels of achievement will be documented and specific needs will be discussed. Current achievement will be considered from multiple sources of information and data, including observations of members of the IEP Team.

Primary Disability _____

Secondary Disability _____

If the student has a preferred disability identity, please describe: _____

Student's Primary Language _____

Other Languages Spoken _____



Is the student identified as an English Learner?

Yes ☐ No ☐

Complete this section ONLY if the student is an English Learner



To ensure that English Learners receive comprehensive English Language Development (ELD) as part of their instructional program, the IEP team will determine how integrated and designated ELD will be provided with linguistically appropriate support to ensure academic success. For students who are English Learners, consider the language needs of the student as those needs relate to this IEP.



Integrated English Language Development (ELD) Supports

If the student needs primary language support during integrated ELD across content areas, describe the support to be provided:

Designated ELD will be provided in the (check one):

General Education Classroom ☐

Special Education Classroom ☐

Other _____

Is the student currently participating in these programs (check all that apply):

☐

Structured English Immersion (SEI) Program

☐

Other, parent/guardian/family selected multilingual/language acquisition program

☐

None



Designated English Language Development

Describe how designated ELD instruction will be provided:

STUDENT LEARNING NEEDS AND STRATEGIES



How does the student's disability affect their learning and development? [This can be drawn, in part, from the summary of the student's recent assessment report(s)].



When and how does the student need support to communicate, learn, and demonstrate what they know? What environmental factors need to be considered in the development of this IEP for the student to be meaningfully engaged in their learning? [This can include recommendations from the psychoeducational report augmented or amended by more recent insights.]



What strategies have been used to successfully support this student?



BLINDNESS & VISUAL SUPPORT NEEDS

Is the student blind or do they need visual support?

Yes ☐ No ☐



Does the IEP include instruction in Braille or the use of Braille?

Yes ☐ No ☐ If no, provide a justification:

Describe any additional support needs:



DEAF & HARD OF HEARING SUPPORT NEEDS

Is the student deaf or hard of hearing?

Yes ☐ No ☐ If yes, describe any additional support needs:



ASSISTIVE TECHNOLOGY NEEDS AND SERVICES - Assistive technology (AT) is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve access for persons with disabilities.

Does the student need assistive technology needs and services?

Yes ☐ No ☐



If yes, describe the assistive technology needs and/or services to be provided to the student.



HEALTH

Are there any health needs that may impact the student's ability to access their education?

Yes ☐ No ☐

Is a health care plan developed?

Yes ☐ No ☐



If yes to either question above, describe any health needs that may impact the student's ability to access their education.



PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

This section describes how the student is currently doing — academically, socially, and behaviorally. It explains how the student's disability is impacting their progress in the core content areas, as well as their primary mode of communication and participation in activities. This section should draw upon multiple data sources such as parent/guardian/family, student, and teacher observations; classroom performance and assessments; statewide assessments; and initial or most recent evaluations.



ACADEMICS



Describe student's current academic performance in each Core Content area as applicable. Include data and input from prior teacher(s) ...where appropriate.

Check all the Core Content area(s) affected by this student's disability(ies):

- ☐ English Language Arts
- ☐ Mathematics
- ☐ History & Social Sciences
- ☐ Science & Technology
- ☐ Preschool Learning Foundations
- ☐ Other Curriculum Areas (specify):

For each of the Core Content areas checked above, describe the current impact of the student's disability on involvement and progress or appropriate preschool activities or routines.

For each of the Core Content areas checked above, describe instructional strategies previously or currently implemented that supports the student's academic success.



SOCIAL / EMOTIONAL / BEHAVIORAL



Describe student's current social, emotional, and behavioral functioning.



Does student's behavior impede their learning or learning of others?

Yes ☐ No ☐

If yes, describe the positive behavioral interventions, strategies and environmental factors that support the student.



Does the student have a Behavioral Intervention Plan (BIP)?

Yes ☐ No ☐

If yes, the BIP must be attached to this IEP.



COMMUNICATION



Describe how the student communicates.



Describe strategies previously implemented that have supported the student to communicate successfully.



Does the student require the use of augmentative and alternative communication (AAC)?

Yes ☐ No ☐

If yes, describe how the IEP team will address the student's needs (including training on the use and implementation).

ADDITIONAL AREAS



Briefly describe current performance in any additional area (such as activities of daily living, motor, or sensory) relevant to development of this IEP.

AREAS OF NEED



For the student to receive educational benefits, goals will be written to address the following areas of need:



4. PATHWAY TO HIGH SCHOOL GRADUATION

SECONDARY & POSTSECONDARY VISION STATEMENT



This vision statement reflects the student's hopes for secondary and postsecondary education (education, employment, and independent living).

COURSE OF STUDY - Required for students entering high school and/or currently in high school



What requirements does the student need to meet to obtain a high school diploma? What is the student's planned course of study?



Is there a multi-year description of student's coursework from the current year to anticipated exit year, in order to enable the student to meet their postsecondary goal?

Yes ☐ No ☐



If this student is eligible to take the California Alternate Assessment, will this student obtain a high school diploma through the alternative pathway?

Yes ☐ No ☐ *If yes, describe the alternative pathway to a diploma*

HIGH SCHOOL GRADUATION

Date

Total Credits Required

Credits Earned Already

Remaining Credits Needed



If the student will not obtain a diploma, provide rationale:



MEASURABLE POSTSECONDARY GOALS (INDIVIDUAL TRANSITION PLAN)

By the student's 16th birthday (or at a younger age if determined appropriate), long-term goals for living, working, and learning as an adult should be developed with the student. In consideration of present levels of performance, describe transition goals for the student that focus on the student's course of study, taking into account the student's strengths, preferences, and vision statement as they relate to transition from school to post-school activities.

Was the Student invited? Yes ☐
No ☐

If appropriate, were other agencies invited to the meeting? Yes ☐
No ☐
N/A ☐

Were age-appropriate transition assessments used? Yes ☐
No ☐



List the transition assessments used and describe the results.

EDUCATION GOALS



After I graduate I will...

Activities to support this transition goal:

Person or Agency Responsible:

EMPLOYMENT GOALS*After I graduate I will...**Activities to support this transition goal:**Person or Agency Responsible:***INDEPENDENT LIVING SKILLS GOALS***After I graduate I will...**Parent/Guardian/Families**Activities to support this transition goal:**Person or Agency Responsible:***COMMUNITY EXPERIENCES***After I graduate I will...**Activities to support this transition goal:**Person or Agency Responsible:*

Is there an appropriate measurable postsecondary goal(s) that covers education or training, employment and, as needed, independent living? Yes ☐ No ☐

Is the postsecondary goal(s) addressed/updated in conjunction with the development of the Annual IEP? Yes ☐ No ☐

Are there transition services included in the IEP that will reasonably enable the student to meet his or her postsecondary goals? Yes ☐ No ☐

Are there annual goal(s) included in the IEP that are related to the student's transition services needs? Yes ☐ No ☐

**AGE OF MAJORITY**

When the student turns 18, all rights under state and federal special education law transfer from the parent/s to the adult student (except in the case of a child with a disability who has been determined to be incompetent under California law). Before the student turns 17, parent/s and student must be informed that all rights will transfer to the student on their 18th birthday (i.e., age of majority).

By signing below, I acknowledge that I have been informed of the transfer of rights at the age of 18 years.

Signature of Student: _____

Date: _____

Signature of Parent/Guardian/Family: _____

Date: _____



5. MEASURABLE ANNUAL GOALS

Identify yearly goals for the student to progress in grade level content standards, address other educational needs that result from the student's disability, and prepare the student in meeting their postsecondary outcomes (as applicable). Include additional goals as necessary. The IEP team should confirm that goals are:

- Grounded in the student's strengths and priorities
- Designed to maintain or increase the rate of progress based on past goals and progress (if applicable)
- Connected to one or more grade-level standard, course requirement, or developmental standard
- Linguistically appropriate

Goal #



Goal Area:



Baseline - What can the student currently do?

ANNUAL GOAL - What skill(s) will the student be expected to attain by the end of this IEP's timeframe?

CRITERIA - What measurement will be used to determine whether the goal has been achieved?

METHOD - How will progress be measured?

SCHEDULE - How frequently will progress be measured?

PERSON(S) RESPONSIBLE - Who will monitor progress?



Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable goal. Note: Short-term objectives to meet each goal are required for students who take alternate assessments aligned to alternate academic standards and optional for others.):



SCHEDULE OF PROGRESS REPORTING



Explain how and when parent(s)/guardian(s)/families will be periodically informed of student's progress toward meeting annual goal(s)
[dropdown options here]



6. SUPPORTS & SERVICES

The IEP team should develop these sections to include the program supports (which may include positive behavioral supports, school personnel and/or parent/guardian/family training/supports), accommodations, modifications, and special education and related services that will assist the student in reaching IEP goals. Services should also allow the student to be involved and progress in academic and social/emotional learning, to participate in extracurricular/nonacademic activities, and to allow the student to participate with nondisabled peers while working toward IEP goals.

ACCOMMODATIONS & MODIFICATIONS

Generally, an **accommodation** is a support that provides access to learning in grade level content standards. A **modification** usually means a change in what is being taught to or expected from the student. List the accommodations and modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

ACCOMMODATIONS

PRESENTATION OF INSTRUCTION The way information is presented	[dropdown selection]	LOCATION	[dropdown selection]
RESPONSE The way the student responds	[dropdown selection]	LOCATION	[dropdown selection]
TIMING AND/OR SCHEDULING The timing and scheduling of the instruction.	[dropdown selection]	LOCATION	[dropdown selection]
ENVIRONMENTAL SUPPORTS The physical educational settings	[dropdown selection]	LOCATION	[dropdown selection]

MODIFICATIONS

PRESENTATION OF INSTRUCTION The way information is presented	[dropdown selection]	LOCATION	[dropdown selection]
RESPONSE The way the student responds	[dropdown selection]	LOCATION	[dropdown selection]
TIMING AND/OR SCHEDULING The timing and scheduling of the instruction.	[dropdown selection]	LOCATION	[dropdown selection]
ENVIRONMENTAL SUPPORTS The physical educational settings	[dropdown selection]	LOCATION	[dropdown selection]
CONTENT	[dropdown selection]	LOCATION	[dropdown selection]

PARTICIPATION IN LOCAL & STATEWIDE ASSESSMENTS

Only designated supports, accommodations or modifications required by the student for classroom instruction and testing, as noted in Section 6, may be used during statewide or local assessments.

LOCAL ASSESSMENTS

- ☐ Local assessments are not administered at this student's grade level [if checked, move to Statewide Assessment section]
- ☐ Student will participate in local assessments without accommodations.
- ☐ Student will participate in local assessments with the following accommodations or modifications:
- ☐ Student will take a local alternate assessment. The alternate assessment is appropriate, and the student cannot participate in the local general assessment for the following reasons: _____

STATEWIDE ASSESSMENTS

The CA Assessment Accessibility Resources Matrix describes the embedded and non-embedded universal tools, designated supports, and accommodations allowed as part of the CAASPP and English Language Proficiency Assessments for California (ELPAC). For each assessment, select the statement describing the student's participation.



DESIRED RESULTS DEVELOPMENTAL PROFILE - DRDP (PRESCHOOL ONLY)

- ☐ Student will participate without adaptations.
- Student will participate with the following adaptations:
 - ☐ Sensory support
 - ☐ Functional positioning
 - ☐ Alternative response mode
 - ☐ Assistive equipment or device
 - ☐ Visual support
 - ☐ Other: _____



ALTERNATE ASSESSMENT



Will the student participate in any alternate assessments? If yes, describe and provide rationale:

Yes ☐ No ☐



CAASPP ELA - GRADES 3, 4, 5, 6, 7, 8, & 11

- ☐ Out of testing range
- ☐ Participate without designated supports or accommodations
- ☐ Participate with designated supports embedded
- ☐ Participate with accommodations embedded
- ☐ Participate with accommodations non-embedded
- ☐ Participate with accessibility support (requires CDE Approval)
- ☐ Alternate assessment without designated supports or accommodations
- ☐ Alternate assessment with designated supports embedded
- ☐ Alternate assessment with designated supports non-embedded



CAASPP MATH- GRADES 3, 4, 5, 6, 7, 8, & 11

- ☐ Out of testing range
- ☐ Participate without designated supports or accommodations
- ☐ Participate with designated supports embedded
- ☐ Participate with accommodations embedded
- ☐ Participate with accommodations non-embedded
- ☐ Participate with accessibility support (requires CDE Approval)
- ☐ Alternate assessment without designated supports or accommodations
- ☐ Alternate assessment with designated supports embedded
- ☐ Alternate assessment with designated supports non-embedded



CA SCIENCE TEST - GRADES 5, 8, AND HIGH SCHOOL

- ☐ Out of testing range
- ☐ Participate without designated supports or accommodations
- ☐ Participate with designated supports embedded
- ☐ Participate with accommodations embedded
- ☐ Participate with accommodations non-embedded
- ☐ Participate with accessibility support (requires CDE Approval)
- ☐ Alternate assessment without designated supports or accommodations
- ☐ Alternate assessment with designated supports embedded
- ☐ Alternate assessment with designated supports non-embedded



PHYSICAL FITNESS TEST - GRADES 5, 7, & 9

- ☐ Out of testing range
- ☐ Participate without designated supports or accommodations
- ☐ Participate with designated supports embedded
- ☐ Participate with accommodations embedded
- ☐ Participate with accommodations non-embedded
- ☐ Participate with accessibility support (requires CDE Approval)
- ☐ Alternate assessment without designated supports or accommodations
- ☐ Alternate assessment with designated supports embedded
- ☐ Alternate assessment with designated supports non-embedded



ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)



The student will participate in:

- | | | |
|--|--|--|
| <input type="checkbox"/> Initial ELPAC | <input type="checkbox"/> Without designated supports (all domains) | <input type="checkbox"/> Embedded Accommodations |
| <input type="checkbox"/> Summative ELPAC | <input type="checkbox"/> With designated supports (all domains) | <input type="checkbox"/> Non-Embedded Accommodations |
| | <input type="checkbox"/> Without accommodations (all domains) | |
| | <input type="checkbox"/> With Accommodations (all domains) | |
| | <input type="checkbox"/> Domain exemption | |
| | <input type="checkbox"/> Oral language composite | |
| | <input type="checkbox"/> Listening | |
| | <input type="checkbox"/> Speaking | |
| | <input type="checkbox"/> Written language composite | |
| | <input type="checkbox"/> Reading | |
| | <input type="checkbox"/> Writing | |
| | <input type="checkbox"/> Alternate ELPAC | |
| | <input type="checkbox"/> Expressive (Speaking & Writing) | |
| | <input type="checkbox"/> Receptive (Listening & Reading) | |
| | <input type="checkbox"/> Alternate ELPAC Designated Supports | |

Special Education and Related Services

The IEP team specifies the specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Students should be educated in a general education environment to the maximum extent appropriate.

LEAST RESTRICTIVE ENVIRONMENT

State and Federal laws require that students with an IEP receive their education and services in the general education classroom alongside nondisabled peers to the maximum extent possible. A student's education is provided outside of the general education environment only when their needs are so significant that they cannot be met even with supplementary aids and supports.



Will the student attend the school of residence?

Yes ☐ No ☐

If no, include a justification.



Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

Yes ☐ No ☐

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

CONSULTATION (INDIRECT SERVICES TO SCHOOL PERSONNEL AND PARENTS/GUARDIANS/FAMILIES)

Related Goal(s) & Areas of Need Addressed

Special Education or Related Service	Provider	Frequency (per day, per week, per month)	Duration (Total minutes)	Total Minutes (Indirect services)	Location	Related Goal(s) & Areas of Need Addressed
			Start Date	End Date		

SPECIAL EDUCATION AND RELATED SERVICES IN THE GENERAL EDUCATION CLASSROOM (DIRECT SERVICES)

Related Goal(s) & Areas of Need Addressed

Special Education or Related Service	Provider	Frequency (per day, per week, per month)	Duration (Total minutes)	Total Minutes (Direct services)	Location	Related Goal(s) & Areas of Need Addressed
			Start Date	End Date		

SPECIAL EDUCATION AND RELATED SERVICES IN OTHER SETTINGS (DIRECT SERVICES)

Related Goal(s) & Areas of Need Addressed

Special Education or Related Service	Provider	Frequency (per day, per week, per month)	Duration (Total minutes)	Total Minutes (Direct services)	Location	Related Goal(s) & Areas of Need Addressed
			Start Date	End Date		

Complete this section for all students ages 5 to 22 who are in transitional kindergarten, K, or greater

Total minutes of services provided in general education	Total minutes of services provided outside general education	Total weekly minutes of school week	Percentage of special education and related services in general education	Plan Effective Start Date

Complete this section for students ages 3 through 5 year old who are in preschool as well as 4-year-olds in Transitional Kindergarten/Kindergarten.



Preschool Program Setting (3 to 5-year-old Preschool & 4-year-old Transitional Kindergarten/Kindergarten):

[dropdown selection]



Will the student receive the majority special education and related services embedded within general classroom routines and activities?

Yes ☐ No ☐

If no, describe all options explored for providing special education services in a general early childhood setting:



Where does the student receive the majority of their special education services in the general early childhood program?

☐ General Early Childhood program

Is the general education Early Childhood Program ten hours per week or greater?

Yes ☐ No ☐

☐ Different Location (describe below)



NONACADEMIC AND EXTRACURRICULAR ACTIVITIES



Describe how the student will participate in nonacademic and extracurricular activities with their nondisabled peers, including any activities and community experiences to support post-school goals. Note the supports, accommodations, and modifications necessary for the student's success.

TRANSITION PLANNING

A successful IEP considers the key transition point(s) coming up for the student.

Note which important transition(s) the IEP team will address at this meeting:

- | | |
|---|---|
| <input type="checkbox"/> Not experiencing a grade/school transition | <input type="checkbox"/> Transitioning from a nonpublic placement |
| <input type="checkbox"/> Entering Preschool from Early Intervention | <input type="checkbox"/> Transitioning to more or less time in general education |
| <input type="checkbox"/> Entering elementary school (Transitional Kindergarten or Kindergarten) | <input type="checkbox"/> Transitioning between available methods to participate in school (e.g., independent study, distance, hybrid, in-person learning) |
| <input type="checkbox"/> Entering Middle School | <input type="checkbox"/> Other (specify): |
| <input type="checkbox"/> Entering High School | |
| <input type="checkbox"/> Leaving High School (Post-secondary Transition) | |
| <input type="checkbox"/> Transitioning to a new school | |

SUPPORT STRATEGIES FOR TRANSITIONS NOTED ABOVE



What anticipated support/strategies will be needed for a successful transition for the student?



TRANSPORTATION



Does the student require special transportation?

Yes ☐

No ☐

If yes, describe any assistance, specialized equipment, and/or other needs:



EXTENDED SCHOOL YEAR (ESY)



Is the student eligible for Extended School Year?

Yes ☐

No ☐

Need further data to determine eligibility ☐

If the IEP team will need to collect further data and reconvene to decide, what is the date by which the IEP team will reconvene, review data, and decide on eligibility?

What additional data or information was reviewed by the IEP Team to make this determination?



FOR ELIGIBLE STUDENTS ONLY -

IEP goals and, when appropriate, short-term objectives from this IEP that will be addressed during extended school year:

ESY CONSULTATION (INDIRECT SERVICES TO SCHOOL PERSONNEL AND PARENTS/GUARDIANS/FAMILIES)

Special Education or Related Service	Provider	Frequency (per day, per week, per month)	Duration (Total minutes)	Total Minutes (Indirect services)	Related Goal(s) & Areas of Need Addressed
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			Start Date <input type="text"/>	End Date <input type="text"/>	

ESY SPECIAL EDUCATION AND RELATED SERVICES IN THE GENERAL EDUCATION CLASSROOM (DIRECT SERVICES)

Special Education or Related Service	Provider	Frequency (per day, per week, per month)	Duration (Total minutes)	Total Minutes (Direct services)	Related Goal(s) & Areas of Need Addressed
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			Start Date <input type="text"/>	End Date <input type="text"/>	

ESY SPECIAL EDUCATION AND RELATED SERVICES IN OTHER SETTINGS (DIRECT SERVICES)

Special Education or Related Service	Provider	Frequency (per day, per week, per month)	Duration (Total minutes)	Total Minutes (Direct services)	Related Goal(s) & Areas of Need Addressed
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			Start Date <input type="text"/>	End Date <input type="text"/>	



7. PARENT INVOLVEMENT



Did the school provide opportunities for meaningful parent/guardian/family participation?

Yes ☐ No ☐ Describe how:

How will the IEP team partner with the family in supporting the student?



8. EMERGENCY CONDITIONS

If instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions, taking public health orders into account, the IEP will be provided as described below

☐ **Special Education and Related Services**

☐ **Supplementary Aids and Services (accommodations, modifications, and other supports) in the IEP**

☐ **Transition Services**

☐ **Extended School Year Services**



9. IEP TEAM SIGNATURES

CONSENT

A parent/guardian/family (or student age 18-22) may agree to all, some, or none of the components of a proposed IEP.

- ☐ I agree to all parts of the IEP.
- ☐ I decline the offer of initiation for special education services
- ☐ I understand that my child is not eligible for special education.
- ☐ I understand that my child is no longer eligible for special education.
- ☐ I agree with the IEP, with the exception of the areas described below:

Note areas of disagreement:

Signature below is to authorize and approve the IEP

Signature _____ Date _____

IEP TEAM MEMBER PARTICIPATION

☐ TEAM MEMBER PARTICIPANT - PARENT/GUARDIAN/FAMILIES

Signature _____ Date _____

<input type="checkbox"/> Parent	<input type="checkbox"/> Foster Parent
<input type="checkbox"/> Guardian	<input type="checkbox"/> Adult Student
<input type="checkbox"/> Surrogate Parent	<input type="checkbox"/> Other: _____

☐ TEAM MEMBER PARTICIPANT - STUDENT

Signature _____ Date _____

☐ TEAM MEMBER PARTICIPANT - GENERAL EDUCATION TEACHER

Signature _____ Date _____

☐ TEAM MEMBER PARTICIPANT - EDUCATION SPECIALIST

Signature _____ Date _____

☐ TEAM MEMBER PARTICIPANT - ADMINISTRATOR OR ADMINISTRATOR/DESIGNEE

Signature _____ Date _____

☐ TEAM MEMBER PARTICIPANT - SCHOOL PSYCHOLOGIST

Signature _____ Date _____

☐ TEAM MEMBER PARTICIPANT - RELATED SERVICE PROVIDER

Signature _____ Date _____

☐ TEAM MEMBER PARTICIPANT - TITLE

Signature _____ Date _____



10. PROCEDURAL SAFEGUARDS & PARENT/ GUARDIAN/FAMILIES/ADULT STUDENT NOTIFICATIONS

Parent/Guardian/Families/Adult Student has been provided the Procedural Safeguards in their native language or other mode of communication.

Offered and accepted ☐

Offered and declined ☐

Parent/Guardian/Families/Adult Student has received a copy of assessment report (if applicable).

Yes ☐ No ☐

Parent/Guardian/Families/Adult Student has received a copy of the Individualized Education Program.

Yes ☐ No ☐

Parent/Guardian/Families/Adult has received written notification of protections available to parents when Local Education Agency requests to access Medi-cal benefits.

Yes ☐ No ☐

RECOMMENDATIONS

During its 2-year process, the Panel met its charge to revise the IEP template of the previous Workgroup. The recommendations detailed below are based on the collective work of the Panel, feedback from CA state agencies and education partners, and the prior Workgroup's recommendations. The recommendations involve accessible design, technology integration, statewide and cross-agency guidance, translation, training, and usability testing.

1. Provide statewide guidance on the purpose and goal of the IEP template.

The Panel recommends that the California Department of Education (CDE) provide guidance on the vision for IEPs in the state in accordance with the Panel's guiding principles: collaborative, student-centered, assets-based, and outcome driven. CDE should post the IEP template and guiding principles, in multiple languages, on their website (also see Recommendation 5).

2. Incorporate the IEP template on a platform accessible to school teams and families.

The Panel recommends IEP vendors that are currently contracted with Local Educational Agencies (LEAs) in California consult with the High Quality IEP Special Education Resource Lead as needed to support the addition of IEP template forms within their Special Education data system, and ensure accessibility and usability. The Panel also recommends that LEAs provide access to IEPs within any existing electronic parent portals and/or school-to-home electronic systems.

3. Integrate IEP template training and implementation into the Statewide System of Support (SSOS).

The SSOS includes the Special Education Resource Leads, one of whom is the High Quality IEP Special Education Resource Lead, a position established under the 2022 Budget Act pursuant to California Education Code sections 52073 and 52073.2 with the following grant assurances:

- Create and provide a training and implementation structure to support LEAs and families regarding the development of high-quality, standards-aligned, growth-oriented IEP goals and services.
- Assist in the implementation of the statewide IEP template initially developed by the Workgroup authorized in SB 74 (2020) and further refined by the expert panel established pursuant to SB 154 (2022).
- Create parent/family engagement strategies and supports to assist parents and families in meaningfully participating in the IEP process.
- Assist in the curation of evidence-based practices and resources for COE³, SELPA, district, and charter school use.

Recommendations for training include addressing multiple audiences (e.g., general educators, special educators, families, students, and preservice preparation programs in institutes for higher education), how to write appropriate content and integrate Universal Design for Learning, and how to meaningfully collaborate within IEP teams.

³ County Offices of Education

4. Pilot the template with LEAs.

The Panel recommends that CDE and CCEE collaboratively identify at least two LEAs to pilot the template. The pilot should include a process to gather feedback from IEP team members to further refine the template as needed. The Panel recommends additional funding be allocated to the pilot LEAs to utilize their existing IEP software provider(s) to create an electronic version of the template and collaborate with the High Quality IEP Special Education Resource Lead for ongoing training and implementation support.

5. Translate the IEP template into multiple languages.

The Panel recognizes the importance of translation of the template for family accessibility. At minimum, CDE should translate the IEP template consistent with the requirements of state and federal law into all languages in which the procedural safeguards are available. This will ensure that the primary language of the family is not a barrier for meaningful engagement in the IEP process.

6. Collaborate with the SELPAs for ongoing edits to the IEP template.

The Panel recommends that CDE collaborate with the SELPA Administrators Association of California to update the template as required by legislative and/or legal updates.

7. Develop additional resources to support teaching strategies.

The Panel recommends that the existing Special Education Resource Leads create additional resources to support implementation of the IEP template, including an IEP At-A-Glance information sheet and a Teaching Strategies Articulation Form.

The At-A-Glance should include key information about IEP implementation pulled directly from the IEP. It is recommended that LEAs be able to select fields in creating the document. However, suggested fields include:

- Student strengths, preferences, interests, and needs
- Student's primary language, if an English Learner
- Student Learning Needs & Strategies (all three boxes)
- Blindness & Visual Support Needs
- Deaf & Hard of Hearing Support Needs
- Assistive Technology Needs and Services
- Health
- Social/Emotional/Behavioral
- Communication
- Education, Employment, & Independent Living (first box from each section)
- Annual Goals
- Accommodations
- Modifications
- Special Education and Related Services

As students transition between educators, the knowledge of the student from one educator to another should be shared as the student articulates between providers. The Panel recommends that the High Quality IEP Special Education Resource Lead develop a Teaching Strategies Articulation Form for this purpose.

8. Provide funding to support IEP template implementation.

The Panel recommends that CDE invests in next steps for usability. Currently the High Quality IEP Special Education Resource Lead is funded to support training and implementation of the IEP template. However, the Panel recommends that additional funding be allocated to the High Quality IEP Special Education Resource Lead to collaborate with LEAs to pilot the IEP template, work with vendors of pilot IEP LEAs to program the template, and evaluate the pilot of selected LEAs being trained to test usability.

9. Review requirements for additional legal review.

Although the template has been vetted by state agency attorneys as well as informal feedback from education partners representing legal firms, the Panel recommends the template undergo a thorough legal review and vetting process in future phases of implementation. This should include a robust legal analysis from various viewpoints.

APPENDIX A: IEP EXPERT PANEL MEMBERSHIP

The Panel consisted of eight members (see table below) and was facilitated by Mindy Fattig, Senior Advisor of the Statewide System of Support, and Stacey Wedin, Assistant Director of Teaching, Learning, and Leading at CCEE.

Facilitators selected Panelists with the consultation and approval of the SBE Executive Director. The number of Panelists was limited to 10 so that the individuals could meaningfully engage in the detailed work of refining documents and forms. Selection criteria included established expertise in special education with an understanding of how special education services and supports are delivered in California.

The final Panel membership represented perspectives of practitioners, parents, trainers of pre-service teachers, advocates, district level administrators, policy makers, and state-level technical assistance providers.

IEP Expert Panel Members

Panel Member and CCEE Facilitator Names	Current Role
Dr. Zoe Bartholomew	Director of Special Education Programs and Assistant Professor, Dominican University
Heather DiFede	Executive Director, East County Special Education Local Plan Area (SELPA)
Mindy Fattig	Senior Advisor, Statewide System of Support, CCEE
Dr. Vicki Graf	Professor, Loyola Marymount University
Dr. Ira Lit	Faculty Director, Stanford Teacher Education Program
Sharon Olken	Member, SBE; Executive Director, Gateway Public Schools
Keila Rodriguez	Superintendent, Meadows Union School District
Kristen Uliasz	Secondary Resource and Inclusion Specialist, Instructional Coach, Davinci Charter Academy
Danielle Iberri Walker	Senior Director of Specialized Services, Bonita Unified School District
Stacey Wedin	Assistant Director of Teaching, Learning, and Leading, CCEE
Kristin Wright	Executive Director of Equity, Diversity, Early Intervention, and Support Services, Sacramento County Office of Education

APPENDIX B: ADMINISTRATIVE DATA SHEET

STUDENT INFORMATION

Legal First Name

Legal First Name

Legal Suffix

Student ID

SSID

Grade

Date of Birth

Age

Native Language

English Learner

Yes

☐

No

☐

Hispanic

Yes

☐

No

☐

Ethnicity Intentionally left blank

check box if true

☐

Redesignated English Learner

Yes

☐

No

☐

Race

Race 1

Race Intentionally left blank

check box if true

☐

Interpreter

Yes

☐

No

☐

Race 2

Race 3

Race 4

Race 5

PLAN INFORMATION

*District of Special
Education Accountability*

Primary Residence

Plan Effective Start Date

PARENT/GUARDIAN INFORMATION*Parent/Guardian Name*

Home Phone

Work Phone

Cell Phone

Street Address

Street Address 2

City

State

Zip Code

Email Address

Parent/Guardian Name

Home Phone

Work Phone

Cell Phone

Street Address

Street Address 2

City

State

Zip Code

Email Address

MEETING INFORMATION*IEP Date*

Next Annual Plan Review

Next Eligibility Evaluation

Last Eligibility Evaluation

*Meeting Type**Initial*

Plan Review

Reevaluation

Additional Purpose of Meeting (if needed)

Transition

☐

Pre-Expulsion

☐

Interim

☐

Other

☐**FOR INITIAL PLACEMENTS ONLY***Date of Initial Referral for
Special Education Services**Person Initiating the
Referral to Special Education**Date District Received Parent
Consent**Date of Initial Meeting to Determine
Eligibility***STATUS INFORMATION***Special Education Status**Status Effective Start Date**Nonparticipation Code***SCHOOL INFORMATION***School of Attendance Name**Telephone Number**Street Address**Street Address 2**City**State**Zip Code*

APPENDIX C: CALPADS CROSSWALK

Special Education Plan File					
CALPADS Field #	CALPADS Field Name	Data Source	CALPADS Field # and Location	CALPADS Field Name	Data Source
23.01	Record Type Code	Special Education Data System (SEDS)	23.20	Special Education Program Setting Code	IEP: Special Education and Related Services (Program Setting)
23.02	Transaction Type Code	SEDS	23.21	Preschool Program Setting Service Location Code	IEP: Special Education and Related Services (Program Setting)
23.03	Local Record ID	SEDS	23.22	Ten or More Weekly Hours in Setting Indicator	IEP: Special Education and Related Services (Program Setting)
23.04	Reporting LEA	SEDS	23.23	General Education Participation Percentage	IEP: Special Education and Related Services (Program Setting)
23.05	Academic Year ID	SEDS	23.24	Special Education Program Type Code	IFSP
23.06	SSID	Admin Data Sheet	23.25	IEP Includes Postsecondary Goals Indicator	IEP: Pathway to High School Graduation (Measurable PostSecondary Goals)
23.07	Local Student ID	SEDS, Admin Data Sheet	23.26	Postsecondary Goals Updated Annually Indicator	IEP: Pathway to High School Graduation (Measurable PostSecondary Goals)
23.08	Local Special Education Student ID	SEDS	23.27	Postsecondary Goals Age Appropriate Transition	IEP: Pathway to High School Graduation (Measurable PostSecondary Goals)
23.09	Reporting SELPA	SEDS	23.28	Transition Services in IEP Indicator	IEP: Pathway to High School Graduation (Measurable PostSecondary Goals)
23.10	District of Special Education Accountability	Admin Data Sheet	23.29	Supportive Services Indicator	IEP: Pathway to High School Graduation (Measurable PostSecondary Goals)
23.11	Special Education Plan Type Code	SEDS	23.30	Transition Services Goals in IEP Indicator	IEP: Pathway to High School Graduation (Measurable PostSecondary Goals)
23.12	Special Education Plan Effective Start Date	IEP: Special Education and	23.31	Student IEP Participation Indicator	IEP: Pathway to High School Graduation (Measurable PostSecondary Goals)
23.13	Reason For Plan Record Code	SEDS	23.32	Agency Representative IEP Participation Code	IEP: Pathway to High School Graduation (Measurable PostSecondary Goals)
23.14	Primary Residence Code	Admin Data Sheet	23.33	Special Transportation Indicator	IEP: Special Education and Related Services (Transportation)
23.15	Disability 1 Code	IEP: Present Levels (Student Profile Section)			
23.16	Degree of Support	SEDS			
23.17	Disability 2 Code	IEP: Present Levels (Student Profile Section)			
23.19	Infant Regional Center Services Eligibility Indicator	IFSP			

Special Education Services		
CALPADS Field #	CALPADS Field Name	Data Source
25.01	Record Type Code	SEDS
25.02	Transaction Type Code	SEDS
25.03	Local Record ID	SEDS
25.04	Reporting LEA	SEDS
25.05	Nonpublic Agency Identifier (NPA)	SEDS
25.06	Academic Year ID	SEDS
25.07	SSID	Admin Data Sheet
25.08	Local Student ID	SEDS, Admin Data Sheet
25.09	Reporting SELPA	SEDS
25.10	District of Special Education Accountability	SEDS, Admin Data Sheet
25.11	Special Education Service Code	IEP: Special Education and Related Services (General Education and Other Settings, Direct Services)
25.12	Special Education Service Provider Code	IEP: Special Education and Related Services (General Education and Other Settings, Direct Services)
25.13	Special Education Service Location Code	IEP: Special Education and Related Services (General Education and Other Settings, Direct Services)
25.14	Service Frequency Code	IEP: Special Education and Related Services (General Education and Other Settings, Direct Services)
25.15	Service Duration	IEP: Special Education and Related Services (General Education and Other Settings, Direct Services)
25.16	Local Special Education Student ID	SEDS
25.17	Plan Effective Start Date	IEP: Special Education and Related Services (Program Setting Section)

Special Education Meetings		
CALPADS Field # and Location	CALPADS Field Name	Data Source
24.01	Record Type Code	SEDS
24.02	Transaction Type Code	SEDS
24.03	Local Record ID	SEDS
24.04	Reporting LEA	SEDS
24.05	Academic Year ID	SEDS
24.06	SSID	SEDS, Admin Data Sheet
24.07	Local Student ID	SEDS, Admin Data Sheet
24.08	Local Special Education Student ID	SEDS
24.09	Reporting SELPA	SEDS
24.10	Special Education Referral Date	Depending on System, Admin Data Sheet
24.11	Referring Party Code	Admin Data Sheet
24.12	Initial Evaluation Parental Consent Date	Admin Data Sheet
24.13	Special Education Meeting Date	Admin Data Sheet
24.14	Pending As Of Date	SEDS
24.15	Meeting Delay Code	SEDS
24.16	Meeting Activity - Evaluation Type Code	Admin Data Sheet
24.17	Meeting Activity - Plan Review Indicator	Admin Data Sheet
24.18	Evaluation Outcome Code	SEDS
24.19	Parental Involvement Facilitation Code	IEP: Parent Involvement

Students with Disabilities Status		
CALPADS Field # and Location	CALPADS Field Name	Data Source
22.01	Record Type Code	SEDS
22.02	Transaction Type Code	SEDS
22.03	Local Record ID	SEDS
22.04	Reporting LEA	SEDS
22.05	Academic Year ID	SEDS
22.06	SSID	SEDS, Admin Data Sheet
22.07	Local Student ID	SEDS, Admin Data Sheet
22.08	Local Special Education Student ID	SEDS, Admin Data Sheet
22.09	Reporting SELPA	SEDS
22.10	Special Education Initial Entry Start	Admin Data Sheet
22.11	Special Education Status Effective Start	Admin Data Sheet
22.12	Special Education Status Code	SEDS, Admin Data Sheet
22.13	Non-Participation Reason Code	Admin Data Sheet