

**CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2015-16



PART I DUE THURSDAY, DECEMBER 15, 2016
PART II DUE THURSDAY, FEBRUARY 9, 2017

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

PRIVACY PROTECTED VERSION

SOME DATA IN THIS REPORT HAVE BEEN SUPPRESSED OR BLURRED TO PROTECT STUDENT PRIVACY.

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2015-16 consists of two Parts, Part I and Part II.

PART I

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- | **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- | **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- | **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- | **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- | **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required *EDFacts* submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2015-16 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 15, 2016**. Part II of the Report is due to the Department by **Thursday, February 9, 2017**. Both Part I and Part II should reflect data from the SY 2015-16, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2015-16 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2015-16 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0724
		Expiration Date: 5/31/2018
Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended in 2001		
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2015-16 <input checked="" type="checkbox"/> Part II, 2015-16		
Name of State Educational Agency (SEA) Submitting This Report: California Department of Education		
Address: 1430 N Street Sacramento, CA 95814		
Person to contact about this report:		
Name: Sonya Edwards		
Telephone: 916-327-2014		
Fax: 916-327-0195		
e-mail: sedwards@cde.ca.gov		
Name of Authorizing State Official: (Print or Type): Jerry Winkler		
		<u>Monday, March 27, 2017, 12:59:20 PM</u>
Signature		Date

**CONSOLIDATED STATE PERFORMANCE REPORT
PART II**

For reporting on
School Year 2015-16



**PART II DUE FEBRUARY 09, 2017
5PM EST**

2.1 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)

This section collects data on Title I, Part A programs.

2.1.1 Student Achievement in Schools with Title I, Part A Programs

The following sections collect data on student academic achievement on the State's assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of ESEA. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	295,061	S	34.7
4	305,286	S	26.8
5	296,031	S	21.6
6	272,977	S	24.3
7	253,653	S	25.1
8	250,464	S	25.1
High School	183,548	S	22.2
Total	1,857,020	S	26.0
Comments:			

2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)

This section is similar to 2.1.1.1. The only difference is that this section collects data on performance on the State's reading/language arts assessment in SWP.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	293,388	S	31.8
4	303,662	S	32.8
5	294,600	S	37.7
6	271,699	S	36.5
7	252,361	S	36.7
8	249,377	S	38.6
High School	183,858	S	50.1
Total	1,848,945	S	37.0
Comments:			

2.1.1.3 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)

In the table below, provide the number of all students in TAS who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	30,637	S	55.0
4	31,061	S	47.4
5	31,015	S	41.1
6	32,889	S	43.7
7	39,130	S	45.3
8	38,751	S	43.9
High School	39,729	S	29.1
Total	243,212	S	43.2

Comments:

2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State's reading/language arts assessment by all students in TAS.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	30,475	S	52.4
4	30,965	S	53.5
5	30,904	S	57.7
6	32,782	S	55.0
7	39,011	S	55.8
8	38,677	S	55.7
High School	39,916	S	54.6
Total	242,730	S	55.0

Comments:

2.1.2 Title I, Part A Student Participation

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.1.2.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I SWP or TAS programs at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Special Services or Programs	# Students Served
Children with disabilities (<i>IDEA</i>)	462,848
Limited English proficient students	1,197,022
Students who are homeless	195,319
Migratory students	55,770
Comments:	

2.1.2.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either public Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Race/Ethnicity	# Students Served
American Indian or Alaska Native	22,968
Asian	267,810
Black or African American	277,083
Hispanic or Latino	2,670,132
Native Hawaiian or other Pacific Islander	19,288
White	509,720
Two or more races	107,959
Total	3,874,960
Comments:	

2.1.2.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age Birth through 2	0	0	0	0	0
Age 3 through 5 (not Kindergarten)	0	0	805	0	805
K	6,120	381,290	2,091	47	389,548
1	7,703	309,430	2,320	25	319,478
2	8,371	319,830	2,419	40	330,660
3	8,404	319,183	2,517	35	330,139
4	9,539	329,095	2,506	31	341,171
5	10,057	317,465	2,296	20	329,838
6	10,281	292,850	2,075	36	305,242
7	11,388	273,880	1,937	46	287,251
8	11,279	270,630	1,714	52	283,675
9	17,340	233,158	1,112	73	251,683
10	16,042	230,493	938	93	247,566
11	17,508	215,822	872	197	234,399
12	18,620	227,036	777	350	246,783
Ungraded	86	2,059	2	17	2,164
TOTALS	152,738	3,722,221	24,381	1,062	3,900,402
Comments:					

2.1.2.4 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services

The following sections collect data about the participation of students in TAS.

2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services

In the table below, provide the number of students receiving each of the listed instructional services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one instructional service. However, students should be reported only once for each instructional service regardless of the frequency with which they received the service.

TAS Instructional Service	# Students Served
Mathematics	62,921
Reading/language arts	83,638
Science	6,976
Social studies	5,628
Vocational/career	2,083
Other instructional services	21,800
Comments:	

2.1.2.4.2 Student Participation in Title I, Part A Targeted Assistance Programs by Support Services

In the table below, provide the number of students receiving each of the listed support services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one support service. However, students should be reported only once for each support service regardless of the frequency with which they received the service.

TAS Support Service	# Students Served
Health, dental, and eye care	2,377
Supporting guidance/advocacy	6,839
Other support services	27,736
Comments:	

2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS)

In the table below, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A TAS in each of the staff categories. For staff who work with both TAS and SWP, report only the FTE attributable to their TAS responsibilities.

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	628.48	
Paraprofessionals ¹	535.29	97.92
Other paraprofessionals (translators, parental involvement, computer assistance) ²	154.07	
Clerical support staff	94.63	
Administrators (non-clerical)	27.20	
Comments:		

FAQs on staff information

- a. *What is a "paraprofessional?"* An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:
- (1) Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
 - (2) Providing assistance with classroom management, such as organizing instructional and other materials;
 - (3) Providing assistance in a computer laboratory;
 - (4) Conducting parental involvement activities;
 - (5) Providing support in a library or media center;
 - (6) Acting as a translator; or
 - (7) Providing instructional services to students.
- b. *What is an "other paraprofessional?"* Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.
- c. *Who is a qualified paraprofessional?* A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

¹ Consistent with ESEA, Title I, Section 1119(g)(2).

² Consistent with ESEA, Title I, Section 1119(e).

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*. Use the additional guidance found below the previous table.

Paraprofessional Information	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals ³	7,034.04	99.05
Comments:		

³ Consistent with *ESEA*, Title I, Section 1119(g)(2).

2.1.4 Parental Involvement Reservation Under Title I, Part A

In the table below provide information on the amount of Title I, Part A funds reserved by LEAs for parental involvement activities under Section 1118 (a)(3) of the ESEA. The percentage of LEAs FY 2015 Title I Part A allocations reserved for parental involvement will be automatically calculated from the data entered in Rows 2 and 3.

Parental Involvement Reservation	LEAs that Received a Federal Fiscal Year (FY) 2015 (School Year 2015-16) Title I, Part A Allocation of \$500,000 or less	LEAs that Received a Federal Fiscal Year (FY) 2015 (School Year 2015-16) Title I, Part A Allocation of more than \$500,000
Number of LEAs*	544	386
Sum of the amount reserved by LEAs for parental involvement	306,215	25,899,753
Sum of LEAs' FY 2015 Title I, Part A allocations	87,972,971	1,509,146,875
Percentage of LEAs' FY 2015 Title I, Part A allocations reserved for parental involvement	0.35	1.72

*The sum of Column 2 and Column 3 should equal the number of LEAs that received an FY 2015 Title I, Part A allocation.

In the comment box below, provide examples of how LEAs in your State used their Title I Part A, set-aside for parental involvement during SY 2015-16.

This response is limited to 8,000 characters.

California does not annually collect examples of how local educational agencies in the State use their Title I Part A, set-aside for parental involvement during the school year.

2.3 EDUCATION OF MIGRANT CHILDREN (TITLE I, PART C)

This section collects data on the Migrant Education Program (Title I, Part C) for the performance period of September 1, 2015 through August 31, 2016. This section is composed of the following subsections:

- | Population data of eligible migrant children
- | Academic data of eligible migrant students
- | Data of migrant children served during the performance period
- | School data
- | Project data
- | Personnel data

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the performance period.

2.3.1 Migrant Child Counts

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2015 through August 31, 2016. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them in the box below, which precedes Section 2.3.1.1 *Category 1 Child Count*.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

FAQs on Child Count:

1. *How is "out-of-school" defined?* Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school in the previous performance period (September 1, 2014 - August 31, 2015), youth who are working on a HSED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping. Children who were enrolled in school for at least one day, but dropped out of school during the performance period should be counted in the highest age/grade level attained during the performance period.
2. *How is "ungraded" defined?* Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Students working on a HSED outside of a K-12 institution are counted as out-of-school youth.)

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

The response is limited to 8,000 characters.

Comments:

2.3.1.1 Category 1 Child Count (Eligible Migrant Children)

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2015 through August 31, 2016. This figure includes all eligible migrant children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include:

- | Children age birth through 2 years.
- | Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs.
- | Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	Eligible Migrant Children
Age 3 through 5 (not Kindergarten)	10,063
K	5,549
1	5,957
2	6,148
3	6,031
4	6,215
5	6,102
6	6,050
7	5,672
8	5,539
9	5,155

10	5,166
11	4,989
12	6,980
Ungraded	174
Out-of-school	10,961
Total	96,751
Comments:	

2.3.1.1.1 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

The response is limited to 8,000 characters.

Comments:

2.3.1.1.2 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migrant children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2015 through August 31, 2016.

Age/Grade	Eligible Migrant Children
Age Birth through 2	4,269
Comments:	

2.3.1.2 Category 2 Child Count (Eligible Migrant Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were **served** for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2015 through August 31, 2016. Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- ┆ Children age birth through 2 years.
- ┆ Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs.
- ┆ Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).
- ┆ Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	3,500
K	2,603
1	3,178
2	3,180
3	3,261
4	3,312
5	3,394
6	3,267
7	3,005
8	2,807
9	2,369
10	2,482
11	2,393
12	1,993
Ungraded	47
Out-of-school	1,779
Total	42,570
Comments:	

2.3.1.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

The response is limited to 8,000 characters.

Comments:

2.3.1.2.2 Birth through Two Eligible Migrant Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migrant children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2015 through August 31, 2016. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- ┆ Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age Birth through 2	252
Comments:	

2.3.1.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.3.1.3.1 Student Information System

In the space below, respond to the following questions: What system did the State use to compile and generate the Category 1 child count for this performance period? Please check the box that applies.

Student Information System	(Yes/No)
NGS	<u>No</u>
MIS 2000	<u>No</u>
COEStar	<u>Yes</u>
MAPS	<u>No</u>
Other Student Information System. Please identify the system:	<u>No</u>

Student Information System	(Yes/No)
Was the Category 2 child count for this performance period generated using the same system?	<u>Yes</u>

If the State's Category 2 count was generated using a different system than the Category 1 count please identify the specific system that generates the Category 2 count.

The response is limited to 8,000 characters.

2.3.1.3.3 Methods Used To Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children are accounted for in the performance period . In particular, describe how the State includes and counts only:

- | The unduplicated count of eligible migrant children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- | Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, had a qualifying activity).
- | Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- | Children who – in the case of Category 2 – were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- | Children once per age/grade level for each child count category.
- | Children who are eligible for a free appropriate public education (e.g., have not yet obtained a high school diploma or equivalent).

The response is limited to 8,000 characters.

Children who were between 3 and 21
 An automated procedure in the COEStar Performance Reporter produces a table that contains a list of all students who might be eligible to be counted or served by the program. One condition the child count algorithm searches for is if the child turned three years of age during the reporting period or had not turned twenty-two years of age before the start of the reporting period. Any student record not included in this table cannot be considered for eligibility.

Children who met the program eligibility criteria
 To verify residence in years two and three of eligibility, California requires that subgrantees make contact with all families and youths in their geographic areas at least once each year (typically on the anniversary of their qualifying arrival date). The subgrantee must document the nature of the contact (phone or in person), verify that children on the Certificate of Eligibility (COE) are still at the residence, verify if additional, age-eligible children have joined the residence, and document if a worker has moved to seek or obtain employment. If a new qualifying move has been made, the recruiter must make a personal visit to the residence to complete a new COE. Children are not counted unless they have one or more of the following: valid qualifying move date, new residency date, or enrollment date (residency enrollment for non-attendees or a school enrollment for attendees) during the period in question.

Children who were resident in your state for at least 1 day during the performance period
 For a child to be counted, one of the following events must take place and be documented: qualifying move, residency move, or an enrollment (either non-attende or school enrollment). For 12th graders, school records are checked at the end of the school year to determine if they received a high school diploma. If they did, their migrant student record is flagged with a Termination Flag, code "G", to indicate the student graduated and date of graduation. The child count algorithm searches for this flag and, if present, excludes the student from the child count in subsequent years. Similarly, for out-of-school-youths who complete the GED, their migrant student record is flagged with a Termination Flag code "E" to indicate the student has received the GED and the date of completion. The child count algorithm checks for this flag, and if present, excludes the student from the child count.

Children who - in the case of Category 2 - were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods
 A child's enrollment record must explicitly indicate enrollment and services in a summer or intersession term in order to be counted in the Category 2 count. A description indicating the nature of service is also required. In addition, summer or intersession enrollment records are checked to determine that the child was still within the three year eligibility period when the service began. The algorithm that produce the Category 2 child count checks for termination flags of "G", "E", or "D" (deceased). Any service with a start date after the termination flag date is excluded from the Category 2 student counts. A report is generated to notify the affected subgrantee that an invalid enrollment was entered after the termination date and that the entry needs to be removed.

Children counted once per age/grade level for each child count category
 To avoid reporting duplicates, the Migrant Student Information Network (MSIN) performs a duplicate student test. The duplicate student test is an automated process that examines names, birth dates, sex, and parent names for possible duplicate records between or within regions. The results are compiled into lists that are presented to the subgrantee's data stewards on a management web site for resolution. The local data stewards compare the records and make a determination if the students listed are the same or different. Once all involved data stewards have made a final determination, the records are either kept separately or merged together depending on the outcome of the determination. The potential duplicates that are presented to the data stewards for resolution are monitored by the California Department of Education (CDE) on the MSIN web site. In addition, each student has a unique identification number that is used to determine the unique set of students for the State. Each child's school record history is examined to determine the highest grade attained during the regular term and summer term, at both the state level and each local educational agency the child attended. For Part I reports, each unique child is reported by the maximum grade attained in the State.

Children two years of age that turned three during the performance period
 To verify residence for children turning three during the performance period, California requires that subgrantees, after informed by data records or other sources that a migrant child has turned three, make contact with the family in their geographic areas. The subgrantee must document the nature of the contact (phone or in person), and verify that the child is still at the residence. If yes, a new enrollment date will be entered into the system for the child to be counted for that performance period.

Children who are eligible for a free appropriate public education (e.g., have not yet obtained a high school diploma or equivalent)
 Out of the eligible children pool, a school enrollment event must be documented for the child to be counted. Specifically for 12th graders, school records are checked at the end of the school year to determine if they receive a high school diploma. If yes, the child will be excluded from the count in subsequent years. The same with out-of-school youths, if a GED is found in their student records, this youth is excluded from the count.

How does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migrant children in every ED Facts data file (see the Office of Migrant Education's CSPR Rating Instrument for the criteria needed to address this question)?

California has two separate student-level data collection systems that do not directly interact with each other and were built for different purposes. One is the California Longitudinal Pupil Achievement Data System (CALPADS) that collects student-level data for all K-12 enrolled students, including migrant students. Local educational agencies (LEAs) submit data to CALPADS. The other is the Migrant Student Information Network (MSIN) that collects student-level and migrant family data required for Title I Part C. Migrant subgrantees submit data on migrant students and their families to MSIN. It is the migrant subgrantees' responsibility to coordinate with the districts in their areas to identify migrant students for the purposes of providing services and reporting to CALPADS. Depending on the ED Facts file, the source of the migrant data varies. Regardless, California makes sure that all migrant students that are reflected in the source system are accounted for in the ED Facts produced from that source.

Use of MSIX to Verify Data Quality	(Yes/No)
Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?	Yes
If MSIX is utilized, please explain how.	

The response is limited to 8,000 characters.

The California Department of Education (CDE) utilizes MSIX for data quality purposes to work on near-match students with other states. When necessary, CDE requires that its subgrantees find resolutions to near-match situations.

2.3.1.3.4 Quality Control Processes

In the space below, respond to the following questions :

Quality Control Processes	Yes/No
Is student eligibility based on a personal interview (face-to-face or phone call) with a parent, guardian, or other responsible adult, or youth-as-worker?	<u>Yes</u>
Does the SEA and/or regional offices train recruiters at least annually on eligibility requirements, including the basic eligibility definition, economic necessity, temporary vs. seasonal, processing, etc.?	<u>Yes</u>
Does the SEA have a formal process, beyond the recruiter's determination, for reviewing and ensuring the accuracy of written eligibility information [e.g., COEs are reviewed and initialed by the recruiter's supervisor and/or other reviewer(s)]?	<u>Yes</u>
Are incomplete or otherwise questionable COEs returned to the recruiter for correction, further explanation, documentation, and/or verification?	<u>Yes</u>
Does the SEA provide recruiters with written eligibility guidance (e.g., a handbook)?	<u>Yes</u>
Does the SEA review student attendance records at summer/intersession projects to verify that the total unduplicated number of eligible migrant students served in the summer/intersession is reconciled with the Category 2 Count ?	<u>Yes</u>
Does the SEA have both a local and state-level process for resolving eligibility questions?	<u>Yes</u>
Are written procedures provided to regular school year and summer/intersession personnel on how to collect and report pupil enrollment and withdrawal data?	<u>Yes</u>
Are records/data entry personnel provided training on how to review regular school year and summer/inter-session site records, input data, and run reports used for child count purposes?	<u>Yes</u>

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	1,236
The number of eligibility determinations sampled for which a re-interview was completed.	1,211
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	1,122

Describe any reasons for non-response in the re-interviewing process.

The response is limited to 8,000 characters.

The primary reason for non-response during the re-interview process was that the re-interviewer was unable to contact or locate the families or individuals.

Procedures	
What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)?	SY 2014-15
Procedures	Yes/No
Was the sampling of eligible children random?	<u>Yes</u>
Was the sampling statewide?	<u>Yes</u>

FAQ on independent prospective reinterviews:

- a. *What are independent prospective re-interviews?* Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migrant children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migrant children.

If the sampling was stratified by group/area please describe the procedures.

The response is limited to 8,000 characters.

The CDE contracted with WestEd to conduct the statewide re-interviews. For the California Migrant Education Program (MEP) 2015-16 re-interviews, we utilized a stratified random sample across 20 regions using a 4.8 discrepancy rate with a 95 percent confidence interval (CI), plus or minus (+/-) five percent margin of error.

Sampling strategies

To meet the goal of a 75 percent response rate, the CDE drew a sample between 50 to 65 student names per subgrantee, that reflects the State's current MEP population and demonstrates rigor by ensuring that the sample is representative of each subgrantee area. The total sample size selected was 1,236 re-interviews. To account for non-response within subgrantee areas, the CDE employed an oversample of an additional 1,007 students across the state. In most cases, the oversample for each subgrantee was weighted on the basis of that subgrantee's response rate in the previous year's re-interview cycle (a larger oversample size was employed in areas with a lower response rate in the previous year); however, several subgrantees requested additional oversample to achieve a full sample.

Sampling universe

The sampling universe from which the sample was drawn included students from the State's Certificate of Eligibility (COE) database who met the following two requirements as of the start of the 2015-16 program year: (1) COE signature on or after September 1, 2015, and (2) students ages 3 to 21 as of the date of the signature. The sample was drawn at five points in time during the year:

- 1) Quarter 1: January of 2016, which included students whose COE was signed between September 1 and November 30, 2015;
- 2) Quarter 2: March of 2016, which included students whose COE was signed between December 1, 2015, and February 29, 2016;
- 3) Quarter 3: June of 2016, which included students whose COE was signed between March 1 and May 31, 2016;
- 4) Quarter 4, Sample 1: Early August of 2016, which included students whose COE was signed between June 1 and July 31 of 2016; and
- 5) Quarter 4, Sample 2: Mid-August of 2016, which included students whose COE was signed between August 1 and August 15, 2016.

Two samplers were conducted in quarter 4 to maximize the time spent conducting and reviewing re-interviews and to allow for a higher response rate while simultaneously representing students recruited during all months of the year.

Please describe the sampling replacement by the State.

The response is limited to 8,000 characters.

The CDE used a substitution method for the sampling replacement using the stratified oversample as the pool of COEs from which to draw. When a family could not be located, or chose to not participate, a new COE was selected from the oversample.

Obtaining Data From Families		
Check the applicable box to indicate how the re-interviews were conducted		
Face-to-face re-interviews		
Phone Interviews		
Both		
	<u>Both</u>	
Obtaining Data From Families		Yes/No
Was there a protocol for verifying all information used in making the original eligibility determination?		<u>Yes</u>
Were re-interviewers independent from the original interviewers?		<u>Yes</u>

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent.

The response is limited to 8,000 characters.

Independent statewide re-interviews were conducted by the State in 2014-15. The 2015-16 re-interview cycle was not independent; however, all the re-interviewers were trained in and monitored on the application of standardized processes and protocols used by the State in accordance with the 2010 U.S. Department of Education Technical Assistance Guide on Re-interviewing.

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migrant children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

The response is limited to 8,000 characters.

To improve the accuracy of eligibility determinations in California, the CDE implements three separate, but interlinked, processes for improvement as described below.

The first is a State-led training requirement for every recruiter in the state. Without this training a recruiter may not engage in recruitment activities. State education agency (SEA) reviewers are also required to attend the statewide identification and recruitment (I&R) training along with recruiters. In 2014-15, these trainings occurred in February and March of 2015. Training content included the findings of the most recent state re-interview results and focused on the most common reasons for ineligibility determinations in performance period 2013-14. Agenda items for the state-led recruiter training included recruiter collaboration and networking, fundamental eligibility criteria using the national S.T.A.M.P. (School, Time, Age, Move, and Purpose factors) framework, interviewing techniques and scripts, appropriate COE documentation and practical strategies to improve quality control.

The second process for improvement is a separate State-led training specifically for SEA reviewers. The content of this training session is a more in-depth review of the most recent re-interview findings and specific steps that an SEA reviewer implements to mitigate the sources of error encountered in each subgrantee area. Agenda items for the April 2015 training included statewide updates, effective SEA reviewer practices, core MEP-eligibility principles and case scenarios, recruiter-reviewer partnerships, and inter-agency collaboration and networking.

Finally, the third process is the corrective action process outlined in the California I&R Quality Control Plan (QCP). Per the QCP, once the re-interview report is completed the California Department of Education (CDE) requires subgrantees with the highest discrepancy rates to participate in the corrective action process. This process includes the following: a conference call with the subgrantee staff, review of findings by the subgrantees, the development of a mutually agreed upon corrective action plan, quarterly progress reports to CDE from participating subgrantees, and a CDE review of ten percent of new COEs submitted by the subgrantees every month for the duration of the corrective action process. Per the QCP, if a subgrantee meets the performance goals agreed upon in the corrective action plan, the CDE may end the corrective actions. If problems with eligibility determinations persist, the CDE meets with the subgrantee to create a new corrective action plan, require the subgrantee to attend additional mandatory training, or implement additional corrective actions for the subgrantee as needed.

Specifically in 2014-15, the CDE utilized re-interview results for performance periods 2012-13 and 2013-14 to identify subgrantees for technical assistance/corrective actions. The six subgrantees that were selected for the two cycles of the corrective action process all successfully met the goals of the corrective action plans and exited the process. Four new subgrantees were selected on the basis of the results of the 2014-15 statewide re-interviews for the QCP corrective action process that commenced in 2016. The next subgrantees that will be required to participate in the QCP corrective action process will be selected after the 2015-16 report is distributed to the State's subgrantees in early 2017.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?	<u>Yes</u>
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2.3.2 Eligible Migrant Children

2.3.2.1 Priority for Services

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "Priority for Services." The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	512
1	434
2	447
3	570
4	640
5	569
6	514
7	487
8	448
9	215
10	199
11	317
12	76
Ungraded	4
Out-of-school	3
Total	5,435
Comments:	

FAQ on priority for services:

Who is classified as having "priority for service?" Migratory children who are failing or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

2.3.2.2 Limited English Proficient

In the table below, provide the unduplicated number of **eligible** migrant children who are also limited English proficient (LEP). The total is calculated automatically.

Age/Grade	Limited English Proficient (LEP) During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	4,103
1	4,533
2	4,725
3	4,545
4	4,562
5	3,819
6	3,210
7	2,591
8	2,306
9	2,130
10	2,009
11	1,792
12	1,362
Ungraded	27
Out-of-school	0
Total	41,714
Comments:	

2.3.2.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of **eligible** migrant children who are also children with disabilities (*IDEA*) under Part B or Part C of the *IDEA*. The total is calculated automatically.

Age/Grade	Children with Disabilities (IDEA) During the Performance Period
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	12
K	170
1	294
2	350
3	405
4	499
5	501
6	529
7	497
8	397
9	412
10	355
11	321
12	349
Ungraded	29
Out-of-school	60
Total	5,180
Comments:	

2.3.2.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of **eligible** migrant children whose qualifying arrival date (QAD) occurred within 12 months from the last day of the performance period, August 31, 2016 (i.e., QAD during the performance period). The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Performance Period
Age Birth through 2	2,235
Age 3 through 5 (not Kindergarten)	2,562
K	1,453
1	1,389
2	1,383
3	1,448
4	1,375
5	1,376
6	1,340
7	1,285
8	1,211
9	1,204
10	1,201
11	1,045
12	1,048
Ungraded	27
Out-of-school	3,919
Total	25,501
Comments:	

2.3.2.5 Qualifying Arrival Date During the Regular School Year

In the table below, provide the unduplicated number of **eligible** migrant children whose qualifying arrival date occurred during the performance period's regular school year (i.e., QAD during the 2015-16 regular school year). The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Regular School Year
Age Birth through 2	1,389
Age 3 through 5 (not Kindergarten)	1,606
K	883
1	819
2	825
3	834
4	735
5	783
6	682
7	653
8	640
9	593
10	641
11	583
12	613
Ungraded	21
Out-of-school	2,365
Total	14,665
Comments:	

2.3.2.6 Referrals — During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who, during the performance period, received an educational or educationally related service funded by a non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who received a referral only or who received both a referral and MEP-funded services. Do not include children who received a referral from the MEP, but did not receive services from the non-MEP program/organization to which they were referred. The total is calculated automatically.

Age/Grade	Referrals During the Performance Period
Age Birth through 2	93
Age 3 through 5 (not Kindergarten)	802
K	577
1	809
2	844
3	884
4	979
5	1,011
6	1,028
7	961
8	858
9	765
10	767
11	713
12	1,064
Ungraded	20
Out-of-school	1,071
Total	13,246

Comments: The referral services dropped statewide in general and for the high school grades, the drop exceeded 25%. The major contribution to this drop is the enhanced collaboration of state and local migrant programs with health related non-profit agencies that start to directly help the migrant students and their families enroll in medical and dental health insurance plans that are free or with reduced costs.

2.3.2.8 Academic Status

The following questions collect data about the academic status of **eligible** migrant students.

2.3.2.8.1 Dropouts

In the table below, provide the unduplicated number of **eligible** migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropouts During the Performance Period
7	
8	
9	
10	
11	
12	
Ungraded	
Total	

Comments: The data required for the final 2015-16 dropouts will not be finalized until after the CSPR due date. Once the data are finalized, it will take the California Department of Education a few weeks to compile the data for ED Facts Reporting and aim to submit by May 30, 2017.

FAQ on Dropouts:

How is "drop outs" defined? The term used for students, who, during the reporting period, were enrolled in a public school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2015-16 reporting period should be classified NOT as "drop-outs" but as "out-of-school youth."

2.3.2.8.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of **eligible** migrant students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g., GED, HiSET, TASC).

Obtained HSED	#
Obtained a HSED in your State During the Performance Period	310

Comments: The increase of the count of the students obtaining HSED was due to the early availability of data collection guidance and tools to the districts. It provided more time for the districts to verify the migrant youths' records and thus obtain more accurate results.

2.3.3 Services for Eligible Migrant Children

The following questions collect data about MEP services provided to eligible migrant children during the performance period.

Eligible migrant children who are served include:

- Migrant children who were eligible for and received instructional or support services funded in whole or in part with MEP funds.
- Children who continued to receive MEP-funded services during the term their eligibility ended.

Do not include:

- Children who were served through a Title I **Schoolwide Program** (SWP) where MEP funds were consolidated with those of other programs.
- Children who received only referred services (non-MEP funded).
- Children who were served for one additional school year after their eligibility ended, if comparable services were not available through other programs.
- Children who were in secondary school after their eligibility ended, and served through credit accrual programs until graduation (e.g., children served under the continuation of services authority, Section (1304(e)(2-3))).

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.2 Priority for Services – During the Regular School Year

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "priority for services" and who received MEP funded instructional or support services during the regular school year. The total is calculated automatically.

Age/Grade	Priority for Services During the Regular School Year
Age 3 through 5 (not Kindergarten)	0
K	370
1	296
2	305
3	379
4	424
5	396
6	363
7	348
8	324
9	161
10	164
11	242
12	58
Ungraded	1
Out-of-school	3
Total	3,834
Comments:	

2.3.4.2 Priority for Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "priority for services" and who received MEP- funded instructional or support services during the summer/intersession term. The total is calculated automatically.

Age/Grade	Priority for Services During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	0
K	357
1	291
2	301
3	382
4	424
5	375
6	343
7	313
8	267
9	134
10	106
11	202
12	14
Ungraded	3
Out-of-school	3
Total	3,515
Comments:	

2.3.5 MEP Services – During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Performance Period
Age Birth through 2	871
Age 3 through 5 (not Kindergarten)	5,382
K	3,806
1	4,547
2	4,736
3	4,729
4	4,864
5	4,812
6	4,834
7	4,475
8	4,378
9	3,999
10	4,207
11	4,108
12	5,717
Ungraded	125
Out-of-school	3,943
Total	69,533
Comments:	

2.3.5.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "priority for services" and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	469
1	387
2	397
3	501
4	556
5	506
6	446
7	418
8	389
9	195
10	180
11	288
12	63
Ungraded	4
Out-of-school	3
Total	4,802

Comments: The services for PFS children have increased statewide in general, and specifically the increase for 9th and 10th grades exceeded 60 percent. The major contribution to the increase is due to the continuous emphasis by the state and local migrant programs on services for low performing migrant students and the clear individual identification of this group of students by the state prior to the development of the services.

2.3.5.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migrant children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Sections 1304(e)(2–3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	1
10	1
11	0
12	10
Ungraded	0
Out-of-school	0
Total	12
Comments:	

2.3.5.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Instructional Service During the Performance Period
Age Birth through 2	152
Age 3 through 5 (not Kindergarten)	4,130
K	3,051
1	3,691
2	3,832
3	3,959
4	4,081
5	4,058
6	3,981
7	3,547
8	3,273
9	2,639
10	2,604
11	2,704
12	3,142
Ungraded	40
Out-of-school	1,854
Total	50,738

Comments: There is a 25% decrease in instructional services for the birth to age 2 category. The decrease has resulted from the general 5 percent decrease in the eligible migrant children count from 102,348 for the 2014-15 year to 96,751 for the 2015-16 year.

2.3.5.3.1 Type of Instructional Service – During the Performance Period

In the table below, provide the number of **eligible** migrant children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age Birth through 2	45	27	////////////////////////////////////
Age 3 through 5 (not Kindergarten)	2,271	1,954	////////////////////////////////////
K	1,777	1,773	////////////////////////////////////
1	2,610	2,621	////////////////////////////////////
2	2,786	2,757	////////////////////////////////////
3	2,993	2,852	////////////////////////////////////
4	3,063	2,873	////////////////////////////////////
5	3,009	2,907	////////////////////////////////////
6	2,835	2,814	////////////////////////////////////
7	2,471	2,473	////////////////////////////////////
8	2,152	2,189	////////////////////////////////////
9	1,599	1,486	94
10	1,326	1,160	429
11	1,399	1,224	545
12	1,475	1,199	706
Ungraded	26	15	6
Out-of-school	1,046	527	90
Total	32,883	30,851	1,870

Comments: For the types of instructional services, there is a 30 percent decrease in Age 3-5 mathematic services. This is primarily due to the integrated nature of the ELA and math instruction, which is delivered as one service for Pre-K age children. In the future, more emphasis by the state will be put on recording the service into both ELA and math subcategories at the data entry level.

There is also a 31 percent decrease in mathematic instructional services for the out-of-school youth subgroup. This is due to a shifting of services to English language development, the more dominant need among out-of-school youths.

There is an overall decrease of High School Credit Accrual services mainly due to the enhanced migrant program collaboration with local school districts that provide more credit accrual services.

FAQ on Types of Instructional Services:

What is "high school credit accrual"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.5.3.2 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled **Support Services**, provide the unduplicated number of **eligible** migrant children who received any MEP-funded support service during the performance period. In the column titled **Breakout of Counseling Services During the Performance Period**, provide the unduplicated number of **eligible** migrant children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Support Services During the Performance Period	Breakout of Counseling Service During the Performance Period
Age Birth through 2	836	70
Age 3 through 5 (not Kindergarten)	4,289	730
K	3,121	580
1	4,034	1,007
2	4,244	1,138
3	4,224	1,176
4	4,278	1,323
5	4,256	1,381
6	4,324	1,508
7	4,049	1,808
8	3,998	2,046
9	3,762	2,106
10	4,082	2,798
11	3,986	2,824
12	5,548	4,033
Ungraded	122	84
Out-of-school	3,730	2,328
Total	62,883	26,940

Comments: For the 2015-16 fiscal year, the importance of data driven service needs identification was emphasized through an extensive process of local comprehensive needs assessment development. Counseling services for elementary school children were not identified as a key need. Services and resources were thus redirected towards areas of greater needs.

FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.
- b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

2.3.6 School Data - During the Regular School Year

The following questions are about the enrollment of eligible migrant children in schools during the regular school year.

2.3.6.1 Schools and Enrollment - During the Regular School Year

In the table below, provide the number of public schools that enrolled **eligible** migrant children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of **eligible** migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools that enrolled eligible migrant children	3,407
Number of eligible migrant children enrolled in those schools	67,251
Comments:	

2.3.6.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs (SWP) – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of **eligible** migrant children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migrant child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migrant children enrolled in those schools	
Comments:	

2.3.7 MEP Project Data

The following questions collect data on MEP projects.

2.3.7.1 Type of MEP Project

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds from the State or through an intermediate entity that receives the MEP funds from the State and provides services directly to the migrant child. Do not include projects where MEP funds were consolidated in SWP.

Also, provide the number of migrant children **served** in the projects. Since children may receive services in more than one project, the number of children may include duplicates.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Served in the Projects
Regular school year - school day only	4	345
Regular school year - school day/extended day	6	621
Summer/intersession only	12	511
Year round	211	68,305

Comments: For the Regular School Year-School day/extended day drop, it was mainly due to the shift of projects from this category to the Regular School Year/school day only category. As for the drop of the student count for the Summer/Intersession Only category, it was directly triggered by the 5% statewide migrant population decrease.

FAQs on type of MEP project:

- a. *What is a project?* A project is any entity that receives MEP funds and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications or contracts. A project's services may be provided in one or more sites. Each project should be counted once, regardless of the number of sites in which it provides services.
- b. *What are Regular School Year – School Day Only projects?* Projects where all MEP services are provided during the school day during the regular school year.
- c. *What are Regular School Year – School Day/Extended Day projects?* Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).
- d. *What are Summer/Intersession Only projects?* Projects where all MEP services are provided during the summer/intersession term.
- e. *What are Year Round projects?* Projects where all MEP services are provided during the regular school year and summer/intersession term.

2.3.8 MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.8.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the performance period (e.g., September 1 through August 31).

State Director FTE	1.00
Comments:	

FAQs on the MEP State director

- a. *How is the FTE calculated for the State director?* Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one *FTE* for the State director in your State for the performance period. To calculate the FTE number, sum the total days the State director worked for the MEP during the performance period and divide this sum by the number of full-time days that constitute one FTE in the reporting period.
- b. *Who is the State director?* The manager within the SEA who administers the MEP on a statewide basis.

2.3.8.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs.

Job Classification	Regular School Year		Summer/Intersession Term		Performance Period
	Headcount	FTE	Headcount	FTE	Headcount
Teachers	1,747	186.58	1,732	1,140.87	3,013
Counselors	91	40.86	70	38.38	102
Non-qualified paraprofessionals	170	64.72	232	159.25	307
Qualified paraprofessionals	767	253.23	829	549.53	1,290
Recruiters	288	223.41	226	171.78	299
Records transfer staff	82	44.86	68	36.30	88
Administrators	134	92.85	148	106.95	183

Comments: In the early 2015-16 year, staff FTE calculation was identified as an area that needed more consistency and accuracy. After consultation with the Office of Migrant Education, the California State Migrant Education Office developed a set of standards for FTE calculation and provided related statewide and individual program technical assistance. Therefore the FTE data reported for the 2015-16 year is of higher quality.

As for the drop of counselor counts, it matched with the shift of support focus away from counseling services at the elementary level, as guided by the local comprehensive needs assessment completed in 2015.

Note: The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

FAQs on MEP staff:

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
 1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
 2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the State.
- c. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.
- d. *Who is a paraprofessional?* An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
- e. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d) of ESEA).
- f. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
- g. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.
- h. *Who is an administrator?* A professional staff member, including the project director or regional director. The SEA MEP Director should not be included.

2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- | Report data for the program year of July 1, 2015 through June 30, 2016.
- | Count programs/facilities based on how the program was classified to ED for funding purposes.
- | Do not include programs funded solely through Title I, Part A.
- | Use the definitions listed below:
 - | **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - | **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - | **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - | **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - | **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - | **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

2.4.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.4.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs		
Juvenile detention		
Juvenile corrections	4	255
Adult corrections	7	134
Other		
Total	11	////////////////////
Comments:		

FAQ on Programs and Facilities - Subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.1.1.1 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected programs	
Juvenile detention	
Juvenile corrections	4
Adult corrections	7
Other	
Total	11
Comments:	

2.4.1.2 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (*IDEA*) and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served			603	1,269	
Total Long Term Students Served			506	497	

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (<i>IDEA</i>)			195	7	
LEP Students			110	5	

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native			3	8	
Asian			7	14	
Black or African American			179	255	
Hispanic or Latino			359	853	
Native Hawaiian or other Pacific Islander			6	8	
White			49	109	
Two or more races			0	22	
Total			603	1,269	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			576	1,214	
Female			27	55	
Total			603	1,269	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5					
6					
7					
8					
9					
10					
11					
12					
13			1		
14			5		
15			29		
16			99		
17			187		
18			184	100	
19			68	248	
20			20	476	
21			10	445	
Total			603	1,269	

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

Comments:

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015 through June 30, 2016.

2.4.1.3.1 Transition Services in Subpart 1

In the first row of the table below indicate whether programs/facilities receiving Subpart 1 funds within the State are legally permitted to track student outcomes after leaving the program or facility by entering Yes or No. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment. If not, provide more information in the comment field.

Transition Services	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Are facilities in your state permitted to collect data on student outcomes after exit ? (Yes or No)	N/A	N/A	No	No	N/A
Number of students receiving transition services that address further schooling and/or employment.			603	1,269	

This response is limited to 4,000 characters.

Comments:

FAQ on facilities collecting data on student outcomes after exit:

If only some, but not all, facilities in the State are legally permitted to collect data on student outcomes after exit, enter 'yes' for the first question and provide a comment indicating why some facilities are unable to collect these data.

2.4.1.3.2 Academic and Vocational Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic and vocational outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either while enrolled in the State agency program/facility column ("in fac.") or in the 90 days after exit column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the State agency program/facility. In the "90 days after exit" column provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Outcomes (once per student, only after exit)	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
# of Students Who Enrolled in their local district school 90 days after exit					12		S			
Outcomes (once per student)	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Earned a GED					48	S	29	S		
Obtained high school diploma					95	S	16	S		
Outcomes (once per student per time period)	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Earned high school course credits					567	S	52	S		
Enrolled in a GED program					143	S	257	S		
Accepted and/or enrolled into post-secondary education					11	S	108	S		
Enrolled in job training courses/programs					513	S	73	S		
Obtained employment					S	S	S	S		

This response is limited to 4,000 characters.

Comments:

2.4.1.6 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.4.1.6.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2015, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			35	112	
Long-term students with no change in grade level from the pre- to post-test exams			1	70	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			20	57	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			89	168	
Comments:					

FAQ on long-term students:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015 through June 30, 2016.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			82	71	
Long-term students with no change in grade level from the pre- to post-test exams			25	72	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			84	40	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			155	182	
Comments:					

2.4.2 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	78	106
Neglected programs	27	90
Juvenile detention	91	67
Juvenile corrections		
Other		
Total	196	////////////////////
Comments:		

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.2.1.1 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	78
Neglected programs	27
Juvenile detention	91
Juvenile corrections	
Other	
Total	196
Comments:	

2.4.2.2 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (*IDEA*), and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	17,354	2,638	30,118		
Total Long Term Students Served	7,189	684	6,462		

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (<i>IDEA</i>)	2,699	483	7,890		
LEP Students	3,914	218	5,037		

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	271	58	400		
Asian	402	72	413		
Black or African American	2,323	770	7,649		
Hispanic or Latino	11,174	904	16,506		
Native Hawaiian or other Pacific Islander	109	17	199		
White	2,580	619	4,402		
Two or more races	495	198	549		
Total	17,354	2,638	30,118		

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	11,271	1,481	23,921		
Female	6,083	1,157	6,197		
Total	17,354	2,638	30,118		

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3 through 5					
6					
7					
8					
9					
10	757	617	43		
11					
12					
13					
14					
15	4,649	842	6,465		
16					
17					
18	10,133	1,114	22,372		
19	1,815	65	1,238		
20					
21					
Total	17,354	2,638	30,118		

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

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FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015 through June 30, 2016.

2.4.2.3.1 Transition Services in Subpart 2

In the first row of the table below indicate whether programs/facilities receiving Subpart 2 funds within the State are legally permitted to track student outcomes after leaving the program or facility by entering Yes or No. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment. If not, provide more information in the comment field.

Transition Services	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Are facilities in your state permitted to collect data on student outcomes after exit ? (Yes or No)	Yes	Yes	Yes	N/A	N/A
Number of students receiving transition services that address further schooling and/or employment.	17,354	2,638	30,118		

This response is limited to 4,000 characters.

Comments:

FAQ on facilities collecting data on student outcomes after exit:

If only some, but not all, facilities in the State are legally permitted to collect data on student outcomes after exit, enter 'yes' for the first question and provide a comment indicating why some facilities are unable to collect these data.

2.4.2.3.2 Academic and Vocational Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic and vocational outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either while enrolled in the LEA program/facility column ("in fac.") or in the 90 days after exit column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the LEA program/facility. In the "90 days after exit" column provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Outcomes (once per student), only after exit	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
# of Students Who Enrolled in their local district school 90 days after exit	2,062		274		8,005					
Outcomes (once per student)	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Earned a GED	53	S	13		219	27				
Obtained high school diploma	1,796	39	160		832	253				
Outcomes (once per student per time period)	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Earned high school course credits	11,833	858	1,141	22	19,679	2,104				
Enrolled in a GED program	53	57	232		314	40				
Accepted and/or enrolled into post-secondary education	569	25	57		143	100				
Enrolled in job training courses/programs	1,340	117	302	26	3,313	82				
Obtained employment	662	155	109	22	348	94				

This response is limited to 4,000 characters.

Comments:

2.4.2.6 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2015, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	764	88	614		
Long-term students with no change in grade level from the pre- to post-test exams	375	79	363		
Long-term students with improvement up to one full grade level from the pre- to post-test exams	557	214	529		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	618	134	685		
Comments:					

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015, through June 30, 2016.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	655	78	555		
Long-term students with no change in grade level from the pre- to post-test exams	345	86	378		
Long-term students with improvement up to one full grade level from the pre- to post-test exams	604	211	490		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	503	129	572		
Comments:					

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2015, through June 30, 2016.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B, SUBPARTS 1 AND 2)

This section collects data on the Rural Education Achievement Program (REAP) Title VI, Part B, Subparts 1 and 2.

2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

Purpose	# LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	3
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	14
Educational technology, including software and hardware as described in Title II, Part D	22
Parental involvement activities	4
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	
Activities authorized under Title I, Part A	29
Activities authorized under Title III (Language instruction for LEP and immigrant students)	5
Comments: Safe and Drug-Free Schools Program (Title IV, Part A) is not applicable because California stopped spending those funds in school year 2011-12.	

2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

For the 2015-16 school year, the state educational agency (SEA) participated in the Rural Low-Income School (RLIS) Program by awarding sub grants to 57 local educational agencies (LEAs) using a formula allocation driven by each district's average daily attendance. The CDE informs the recipient LEAs about the specific state criteria and annual targets to increase the academic performance and achievement of all students. California's accountability system monitors progress toward ensuring that all students are achieving the state's academic content standards and meeting those targets. The measure of such student achievement is the determination of whether Title I schools and LEAs make Adequate Yearly Progress (AYP), as required under ESEA.

In 2014, California Department of Education (CDE) received a one-year waiver from the U.S. Department of Education (ED) that allows flexibility in making AYP determinations only for high schools and high school LEAs. The ED approved California's one-year waiver, which allows PI determinations to be made using only the participation rate, attendance rate, and graduation rate for the 2015-16 school year. Only Title I, Part A-funded schools and LEAs that fail the 2015 AYP based on participation rate, attendance rate, or graduation rate will advance in PI or become newly identified for PI. Schools or LEAs that meet all AYP criteria in 2015 may exit PI if they met all AYP criteria in the prior AYP reporting cycle.

Schools and LEAs are not responsible for meeting the 100 percent proficient target for the 2015 AYP. They will only be responsible for meeting the participation rate and the additional indicator listed below.

The following are the three components used to make AYP determinations:

1. Participation rate 95%
2. Attendance rate, if applicable is 90%
3. Graduation rate, if applicable is 90%

In reviewing data of the 57 LEAs that received a FY 2014-15 RLIS grant, 40 were in Program Improvement (PI) status. Seven LEAs have entered Year 1 of PI, eight LEAs are in Year 2 of PI; and twenty-five LEAs are in Year 3 of PI. When identified for PI Year 1, LEAs in California are required to:

1. Conduct a self-assessment using materials and criteria based on current research;
2. Use specific state-developed self-assessment tools to verify the fundamental teaching and learning needs in its schools and identify the specific academic problems of low-achieving students;
3. Determine why the prior LEA plan failed to bring about increased student achievement;
4. Revise the LEA plan according to the identified needs; and,
5. Implement the revised LEA Plan.

2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)

2.10.1 State Transferability of Funds

In the table below, indicate whether the state transferred funds under the state transferability authority.

State Transferability of Funds	Yes/No
Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2015-16?	<u>No</u>
Comments:	

2.10.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the state that they transferred funds under the LEA transferability authority.

LEA Transferability of Funds	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	41
Comments:	

2.10.2.1 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	41	
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))		
State Grants for Innovative Programs (Section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEAs		41

In the table below provide the total amount of FY 2015 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	262,205.00	
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))		
State Grants for Innovative Programs (Section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEAs		262,205.00
Total	262,205.00	262,205.00
Comments:		

The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.

2.11 GRADUATION RATES⁴

This section collects graduation rates.

2.11.1 Regulatory Adjusted Cohort Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **current school year** (SY 2015-16). Below the table are FAQs about the data collected in this table.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks or Accountability Workbooks Addenda. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks, to the racial/ethnic groups shown.

Student Group	# Students in Cohort	# of Graduates	Graduation Rate
All Students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or Other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			

FAQs on graduation rates:

What is the regulatory adjusted cohort graduation rate? For complete definitions and instructions, please refer to the non-regulatory guidance, which can be found here: <http://www2.ed.gov/policy/elsec/guid/hsrguidance.pdf>.

The response is limited to 500 characters.

The data required for the final 15-16 cohort determination will not be finalized until after the CSPR due date. Once the data are finalized, it will take the California Department of Education a few weeks to compile the data for ED Facts Reporting and aim to submit by May 30, 2017.

⁴ The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and "Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for the adjusted cohort graduation rate data is done according to the provisions outlined within each state's Accountability Workbooks or Accountability Workbooks Addenda. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

2.12 LISTS OF SCHOOLS AND DISTRICTS

Per the *ESSA* FAQs located at the following link, *EDFacts* files C106, C107, C109, C111, and C130 (DGs 778 and 779) are no longer required: <http://www2.ed.gov/policy/elsec/leg/essa/faq/essa-faqs.pdf>.

This section contains data on school statuses. States with approved *ESEA* Flexibility requests should follow the instructions in sections 2.12.1 and 2.12.3. All other states should follow the instructions in sections 2.12.2 and 2.12.4. These tables will be generated based on data submitted to *EDFacts* and included as part of each state's certified report; states will no longer upload their lists separately. Data will be generated into separate reports for each question listed below.

2.12.1 List of Schools for *ESEA* Flexibility States

2.12.1.2 List of Priority and Focus Schools

Instructions for States that identified priority and focus schools ⁵ under *ESEA* flexibility for SY 2016-17: Provide the information listed in the bullets below for those schools.

- | District Name
- | District NCES ID Code
- | School Name
- | School NCES ID Code
- | Whether the school met the proficiency target in reading/language arts in accordance with the State's approved *ESEA* flexibility request
- | Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- | Whether the school met the proficiency target in mathematics in accordance with the State's approved *ESEA* flexibility request
- | Whether the school met the 95 percent participation rate target for the mathematics assessment
- | Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved *ESEA* flexibility request
- | Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved *ESEA* flexibility request
- | Status for SY 2016-17 (Use one of the following status designations: priority or focus)
- | If applicable, State-specific status in addition to priority or focus (e.g., grade, star, or level)
- | Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- | Whether (yes or no) the school was provided assistance through Section 1003(a).
- | Whether (yes or no) the school was provided assistance through Section 1003(g).

The data for this question are reported through *EDFacts* files and compiled in the EDEN031 "List of Priority and Focus Schools" report in the *EDFacts* Reporting System (ERS). The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN031 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

Comments:

⁵ The definitions of priority and focus schools are provided in the document titled, *ESEA Flexibility*. This document may be accessed on the Department's Web page at <http://www.ed.gov/esea/flexibility/documents/esea-flexibility.doc>

2.12.2 List of Schools for All Other States

2.12.2.1 List of Schools Identified for Improvement

Instructions for States that identified schools for improvement, corrective action, or restructuring under *ESEA* section 1116 for SY 2016-17: Provide the information listed in the bullets below for those schools.

- | District Name
- | District NCES ID Code
- | School Name
- | School NCES ID Code
- | Whether the school met the proficiency target in reading/language arts in accordance with the State's Accountability Plan
- | Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- | Whether the school met the proficiency target in mathematics in accordance with the State's Accountability Plan
- | Whether the school met the 95 percent participation rate target for the mathematics assessment
- | Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's Accountability Plan
- | Whether the school met the graduation rate target for high schools (if applicable) in accordance with the State's Accountability Plan
- | Status for SY 2016-17 (Use one of the following status designations: School Improvement – Year 1, School Improvement – Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing)⁶
- | Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- | Whether (yes or no) the school was provided assistance through Section 1003(a).
- | Whether (yes or no) the school was provided assistance through Section 1003(g).

The data for this question are reported through *EDFacts* files and compiled in the EDEN033 "List of Schools Identified for Improvement" report in the *EDFacts* Reporting System (ERS). The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN033 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

Comments:

⁶ The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be accessed on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

2.12.3 List of Districts for *ESEA* Flexibility States

2.12.3.1 List of Identified Districts with State Specific Statuses

Instructions for States that identified school districts with State-specific statuses under *ESEA* flexibility for SY 2016-17: Provide the information listed in the bullets below for those districts.

- | District name
- | District NCES ID code
- | Whether the district met the proficiency target in reading/language arts in accordance with the State's approved *ESEA* flexibility request
- | Whether the district met the 95 percent participation rate target for the reading/language arts assessment
- | Whether the district met the proficiency target in mathematics in accordance with the State's approved *ESEA* flexibility request
- | Whether the district met the 95 percent participation rate target for the mathematics assessment
- | Whether the district met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved *ESEA* flexibility request
- | Whether the district met the graduation rate for high schools (if applicable) in accordance with the State's approved *ESEA* flexibility request
- | State-specific status for SY 2016-17 (e.g., grade, star, or level)
- | Whether the district received Title I funds.

The data for this question are reported through *EDFacts* files and compiled in the EDEN034 List of Identified Districts with State Specific Statuses. The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN034 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

Comments:

2.12.4 List of Districts for All Other States

2.12.4.1 List of Districts Identified for Improvement

Instructions for States that identified school districts for improvement or corrective action⁷ under *ESEA* section 1116 for SY 2016-17: Provide the information listed in the bullets below for those districts.

- | District Name
- | District NCES ID Code
- | Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- | Whether the district met the participation rate target for the reading/language arts assessment
- | Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- | Whether the district met the participation rate target for the mathematics assessment
- | Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- | Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- | Improvement status for SY 2016-17 (Use one of the following improvement status designations: Improvement or Corrective Action)
- | Whether the district received Title I funds.

The data for this question are reported through *EDFacts* files and compiled in the EDEN035 "List of Districts Identified for Improvement" report in the *EDFacts* Reporting System (ERS). The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN035 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

Comments:

⁷ The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be accessed on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.