

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Part II**

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

**For reporting on  
School Year 2018**

**California**



**PART II DUE THURSDAY, MAY 28, 2020**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303<sup>1</sup> of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015(ESSA)<sup>2</sup>.

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

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<sup>1</sup> SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

<sup>2</sup> All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

OMB Number: 1810-0724
Expiration Date: 10/31/2022

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:**

Part I, 2018-19    Part II, 2018

**Name of State Educational Agency (SEA) Submitting This Report:**

**Address:**

**Person to contact about this report:**

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**Name of Authorizing State Official: (Print or Type):**

Karen Singh

**Submitted Date and Time:**

## 2.1 ACCOUNTABILITY

### 2.1.1 School Performance on Accountability Indicators

The following indicators are collected through ESS and compiled in the EDEN036 report via the ED*Facts* Reporting System (ERS) and will be posted as an accompanying report for every State:

- LEA Name
- NCES LEA ID
- State LEA ID
- School Name
- NCES School ID
- State School ID
- Title I School Status - DG 22 (FS129)
- Academic achievement indicator status – DG 835 (FS200)
- Other academic indicator status DG 836 (FS201)
- Graduation rate indicator status – DG 834 (FS199)
- Progress achieving English language proficiency indicator status - DG 837 (FS205)
- School quality or student success indicator status – DG 838 (FS202)

The ED*Facts* 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 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 DOCX.

**Comments:** The response is limited to 4,000 characters.

**2.1.2 Schools Identified for Comprehensive Support and Improvement**

In the table below, provide the number of schools identified for comprehensive support and improvement, overall and by reason identified.

	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Lowest performing five percent of Title I schools	0		
High schools failing to graduate one third or more of their students	291	0	0
Title I schools that have received additional targeted support under Section 1111(d)(2)(C) of the ESEA and that have not exited that status after a State-determined number of years			
Total Identified	291		

**Comments:** The response is limited to 4,000 characters.

**2.1.3 Schools Implementing Targeted Support and Improvement Plans**

In the table below, provide the number of schools implementing targeted support and improvement plans.

	<b>Number of Schools</b>	<b>Number of Title I Schools</b>	<b>Number of non- Title I Schools</b>
Schools with One or More Consistently Underperforming Subgroups of Students			
Schools in which any Subgroup of Students, on its own, would lead to Identification Under <i>ESEA</i> Section 1111(c)(4)(D)(i)(I) (i.e., Schools Receiving Additional Targeted Support)	1,043	0	0

**Comments:** The response is limited to 4,000 characters.

**2.1.4 Section 1003 of the ESEA School Improvement Funds**

In the tables below, provide the amount of Section 1003 funds of the *ESEA* allocated to each district and school.

**2.1.4.1 Section 1003 of the ESEA Allocations to LEAs**

For each LEA receiving a 1003(a) allocation, list the amount of the allocation. The data for this question are reported through *EDFacts* files and compiled in the EDEN012 "Section 1003 Allocations to LEAs and Schools" report in the *EDFacts* Reporting System (ERS).

- Name of LEA with One or More Schools Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY 2018-19
- NCES LEA ID
- Amount of LEA's Section 1003(a) of the *ESEA* Allocation

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 EDEN012 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 DOCX.

**Comments:** The response is limited to 4,000 characters.

The school improvement funds data for *EDFacts* FS132 was expected to be collected in March 2020, and expected to be submitted in April 2020. Unfortunately, due to the COVID-19 pandemic, all schools in California are currently on Stay-at-Home orders. Therefore, FS132 was only partially submitted and is missing data that impacts this section of the CSPR. However, California Department of Education anticipates the rest of the data to potentially be available by August 2020.

**2.1.4.2 Section 1003 of the ESEA Allocations to Schools**

For each school receiving a Section 1003(a) allocation of the *ESEA*, list the amount of the allocation. The data for this question are reported through *EDFacts* files and compiled in the EDEN012 "Section 1003 Allocations to LEAs and Schools" report in the *EDFacts* Reporting System (ERS).

- Name of School Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY 2018-19
- NCES School ID
- Amount of School's Section1003(a) of the *ESEA* Allocation

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 EDEN012 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 DOCX.

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## 2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

### 2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Student Group	# Students in Cohort	# of Graduates	Graduation Rate
All students	494,337	S	84.5%
American Indian or Alaska Native	2,839	S	75%
Asian or Pacific Islander	62,381	S	94%
<i>Asian</i>	45,347	S	93.7%
<i>Native Hawaiian or Other Pacific Islander</i>	2,421	S	85%
Black or African American	29,058	S	76.8%
Hispanic or Latino	263,794	S	82.1%
White	116,638	S	88.4%
Two or more races	19,627	S	76.8%
Children with disabilities ( <i>IDEA</i> )	58,104	S	67.7%
English Learners	72,913	S	68.7%
Economically disadvantaged students	340,910	S	81.1%
Children in foster care	7,647	S	56%
Children who are homeless	34,470	S	70%

#### Frequently Asked Questions (FAQs) on graduation rates:

*What is the adjusted cohort graduation rate?* The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

**Comments:** The response is limited to 8,000 characters.

**2.2.2 Postsecondary Enrollment**

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period. If data are missing or incomplete, please explain in the comments.

	# Enrolled in an IHE	# Not enrolled in an IHE	# for which data are unavailable	Total
All students	276,546		154,734	S
American Indian or Alaska Native	1,164		1,196	S
Asian or Pacific Islander	47,017		11,414	S
<i>Asian</i>				
<i>Native Hawaiian or Other Pacific Islander</i>	1,294		920	S
Black or African American	14,442		9,924	S
Hispanic or Latino	126,506		93,757	S
White	75,920		32,506	S
Two or more races	10,203		5,017	S
Children with disabilities ( <i>IDEA</i> )	17,362		24,525	S
English Learners	14,227		21,148	S
Economically disadvantaged students	143,457		108,582	S

**Comments:** The response is limited to 8,000 characters.

CDE does not positively identify students not enrolled in a IHE.

**Comments:** The response is limited to 4,000 characters.

**2.3 TITLE I, PART A PROGRAM PARTICIPATION**

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

**2.3.1 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 Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) 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.

<b>Special Services or Programs</b>	<b># Students Served</b>
Children with disabilities ( <i>IDEA</i> )	569,132
English learners	854,717
Homeless students	215,447
Migrant students	50,258

**Comments:** The response is limited to 4,000 characters.

**2.3.2 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 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.

<b>Race/Ethnicity</b>	<b># Students Served</b>
American Indian or Alaska Native	23,518
Asian	294,634
Black or African American	276,691
Hispanic or Latino	2,842,662
Native Hawaiian or other Pacific Islander	19,950
White	558,912
Two or more races	132,942
Total	4,149,309

**Comments:** The response is limited to 4,000 characters.

**2.3.3 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 TAS, Title I 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.

<b>Age /Grade</b>	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>
Age Birth through 2	0	0	0	0	0
Age 3 through 5 (not Kindergarten)	259	46,734	0	4	46,997
K	5,816	382,580	2,580	25	391,001
1	6,957	315,337	2,524	17	324,835
2	7,106	318,359	2,851	14	328,330
3	6,953	317,761	2,696	21	327,431
4	7,328	310,672	2,695	12	320,707
5	8,054	321,296	2,739	14	332,103
6	10,256	309,272	2,456	20	322,004
7	13,440	314,591	2,278	19	330,328
8	12,901	306,991	2,088	12	321,992
9	13,780	275,883	1,730	27	291,420
10	13,484	269,379	1,291	23	284,177
11	13,603	258,322	1,316	176	273,417
12	14,458	265,389	1,253	280	281,380
Ungraded	13	2,264	0	0	2,277
<b>TOTALS</b>	<b>134,408</b>	<b>4,014,830</b>	<b>28,497</b>	<b>664</b>	<b>4,178,399</b>

**Comments:** The response is limited to 4,000 characters.

## 2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

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

Report a child in the age/grade category in which the child spent the *majority of their time* while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as "Age 3 through 5 (not Kindergarten)," **only if the child's residency in the state was verified after the child turned 3.**
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

### 2.4.1 Migratory Child Counts

This section collects the Title I, Part C, 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, 2018 through August 31, 2019. 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 State Education Agency (SEA) should have implemented sufficient procedures and internal controls 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 migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.4.1.1 *Category 1 Child Count*.

**Note:** In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that 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:

*a. 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 term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are "here-to-work" only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a "migratory child" are eligible for the MEP.

*b. 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 (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)

*c. How is reporting a child "in the age/grade category in which s/he spent the majority of his/her time while residing in the State" defined?* A State must report a child in **only one** age/grade category in which the child spent the majority of his/her time **while residing in the State**. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

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.

**Comments:** The response is limited to 8,000 characters.

The California Department of Education (CDE) does not have any concerns about the child counts in the 2018-19 Performance Period.

**2.4.1.1 Category 1 Child Count (Eligible Migratory Children)**

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migratory 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, 2018 through August 31, 2019. This figure includes all eligible migratory 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 age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

<b>Age/Grade</b>	<b>Eligible Migratory Children</b>
Age 3 through 5 (not Kindergarten)	8,891
K	5,212
1	5,036
2	5,055
3	5,030
4	4,985
5	4,939
6	4,949
7	5,076
8	4,942
9	4,791
10	4,587
11	4,195
12	4,065
Ungraded	3
Out-of-school	7,191
<b>Total</b>	<b>78,947</b>

**Comments:** The response is limited to 4,000 characters.

**2.4.1.2 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.

**Comments:** The response is limited to 8,000 characters.  
California's Category 1 Count decrease was less than 4 percent.



**2.4.1.3 Birth through Two Child Count**

In the table below, enter the unduplicated statewide number of eligible migratory 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, 2018 through August 31, 2019.

Age/Grade	Eligible Migratory Children
Age Birth through 2	3,224

**Comments:** The response is limited to 4,000 characters.

**2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)**

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migratory 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, 2018 through August 31, 2019. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, 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 who received only referred services (non-MEP funded).

Age/Grade	Eligible Migratory Children Served by the MEP During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	3,883
K	2,578
1	2,491
2	2,524
3	2,511
4	2,479
5	2,462
6	2,361
7	2,333
8	2,144
9	2,118
10	2,059
11	1,806
12	305
Ungraded	0
Out-of-school	1,113
Total	33,167

**Comments:** The response is limited to 4,000 characters.

**2.4.2.1 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.

**Comments:** The response is limited to 8,000 characters.

California's Category 2 Count decrease was approximately 9.4% ( $33167/36626 = .9055 - 1.0 = -.0944 \times 100\% = -9.44\%$ ).

This decrease was caused in part by the implementation of a new Statewide Service Delivery Plan (SSDP) that focuses on quality over quantity, to a greater degree than the previous plan. Statewide, subgrantees were asked to reprioritize their services to meet new statewide goals. In addition to this re-prioritizing, subgrantees were also asked to track and enter in the statewide database, MSIN, hours of participation for key goal areas, such as Language Arts, Math, and School Readiness. The general impact of these changes was that subgrantees adapted their prior roster of services by providing fewer overall instances but more in-depth interventions (i.e., quality over quantity). The additional service hours data they entered in MSIN will help the State to monitor and support subgrantees as they take positive steps toward meeting the SSDP goals. The CDE expects this factor to stabilize in the next performance period because SSDP requirements will become familiar to subgrantees and CDE staff will provide ongoing support.

In addition, subgrantees have found it more difficult to offer supplemental services over the summer/intersession that would not supplant existing local services. Districts have increasingly offered summer/intersession supports to all students, including migratory children. This leaves fewer options for migrant-funded supplemental supports. Subgrantees work on overcoming this challenge by sharing creative ways to supplement local interventions and by sharing their best practices.

Lastly, the State's Category 1 count has also dropped, which contributes to the decrease in the Category 2 subset.

**2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term**

In the table below, enter the unduplicated statewide number of eligible migratory 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, 2018 through August 31, 2019. 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 Migratory Children Served by the MEP During the Summer/Intersession Term
Age Birth through 2	184

**Comments:** The response is limited to 4,000 characters.

### 2.4.3 Child Count Calculation and Validation Procedures

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

#### 2.4.3.1 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, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory 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, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) *during the performance period* and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were serviced 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 had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

**Comments:** The response is limited to 8,000 characters.

A. The unduplicated count of eligible migratory children, ages 3-21....

California has a centralized statewide data collecting and reporting system, the Migrant Student Information Network (MSIN), that records and tracks migratory children's demographics, eligibility, enrollments, and services, including age and age changes, in the performance period.

By referencing their date-of-birth (DOB), MSIN includes only children within the age range of 3-21 during the performance period in the CSPR report. If a child has turned 3 years old during the performance period, they are only included in the count if local migrant staff have entered a residency verification date that falls on or after their third birth date.

To ensure an unduplicated count, MSIN contains an online de-duplication feature that identifies duplicate child records across California and monitors the de-duplication process among migrant programs.

B. Children who met the program eligibility criteria....

Only children who are determined to be eligible for migrant services are included in the count. To determine the eligibility of the children, local migrant staff conduct initial identification in year one, via a standard Certificate of Eligibility (COE) completion process, and then verify their presence (i.e., residency) in years two and three. The COE 2017 employed by California meets the latest federal requirements. The eligibility status for every migratory child in California is recorded, validated, and tracked using the MSIN online application, as this makes the information accessible to all appropriate migrant staff across California.

MSIN automatically calculates an end-of-eligibility date 36 months from every child's qualifying arrival date. It ensures that any child with an end-of-eligibility date before 9/1/2018 is not included in the count.

To verify residence in years two and three of eligibility, California requires that subgrantees contact all families and youths in their geographic areas at least once each year (typically on the anniversary of their qualifying arrival date or the anniversary of their recruitment date). The subgrantee must document in MSIN the nature of the contact (phone or in-person), verify that child(ren) on the most recent COE are still at the residence, ask if additional age-eligible children have joined the residence, and document if a worker has moved to seek or obtain new employment. If a new qualifying move has been made, a recruiter must visit the residence to conduct a full in-person interview and possibly complete a new COE, if all eligibility criteria are met.

In addition to the "Annual Verification" process described above, MSIN looks for any recorded activity date for the child that falls within the performance period to verify their residency. This may include a QAD, residency date, or enrollment date from a new COE. This may also include a new re-enrollment date or withdrawal date for a child who is on a COE collected in prior years and still has remaining eligibility (i.e., still within 3-year eligibility period beginning on the QAD). Lastly, this may include common program activity dates, such as an annual verification date, the completion of a needs assessment or learning plan, and a service start and end date. Evidence of presence in the State during the performance period is always in the form of a date (or dates) recorded in MSIN between Sept. 1 and Aug. 31.

C. Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.

To verify whether a student has graduated high school, a school enrollment event must be documented in MSIN by local migrant staff.

Specifically, school records for 12th graders are checked at the end of the school year to determine if they received a high school diploma, or the equivalent. If the child received a diploma, local staff enter a graduation date in MSIN and the system will exclude the graduate from re-enrollment in subsequent years (i.e., the system precludes adding an enrollment record for a child who has graduated, or the equivalent), thus preventing them from being counted after their graduation date. The same is true for out-of-school youths. Once they obtain a GED, they are excluded from the count in subsequent years.

D. 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 participation in services during a summer or intersession term in order to be counted in the Category 2 count. A description indicating the nature of the service is also required. In addition, as summer and intersession participation records are entered in MSIN, the system checks to determine that the child was still within the three-year eligibility period when the service began. Any service with a start date after the end-of-eligibility date (i.e., 3 years from the QAD) will result in the child being excluded from the Category 2 count. In addition, the child's DOB is referenced and those under the age of 3 are excluded from the Category 2 count.

E. Children once per age/grade level for each child count category.

In California, each migratory child is assigned a unique identification number that will remain in the child's record to prevent duplication. In addition, MSIN contains an online de-duplication feature that identifies duplicate child records across California. This feature allows each subgrantee to monitor and resolve their duplicates in a timely manner.

The de-duplication feature examines names, birth dates, sex, and parent names for possible duplicate records across all subgrantees, and within each subgrantee. The results are presented online to the subgrantee's data stewards for resolution. The staff examine the records, compare them with local information, and then decide if the children are the same or different. Based on the decision, MSIN will either maintain the records separately or merge them. The de-duplication processes are monitored by the California Department of Education (CDE) on the MSIN web site.

MSIN tracks a child's age and age changes during the performance period. Each child is reported only once for his/her age level during the performance period.

To avoid grade level duplicated counts, each child's enrollment history is examined to determine the age/grade in which they spent the most time during the regular school year, as recorded in MSIN. This is the age/grade used for each unique child in the EDFacts submission.

F. Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Only children who are determined eligible for migrant services are included in the count. First, local recruiters conduct eligibility interviews in-person and initiate the Identification and Recruitment (ID&R) process by completing and submitting a COE. This can be completed electronically, by using the eCOE feature in MSIN, or on paper, which is subsequently entered into MSIN. In either case, the COE enters a workflow in MSIN whereby a Designated State Education Agency (SEA) Reviewer must claim and then verify the COE using a uniform review process built into the statewide system. Once the Designated SEA Reviewer has reviewed the COE content and is satisfied that the child(ren) met all eligibility criteria, they must add their signature to the COE form to approve it. Each COE's history, including creation, completion, review, revision, and approval, is extensively tracked through the COE Workflow feature in MSIN for all subgrantees. Only children on approved COEs are added to the migratory student database and potentially counted in the CSPR.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? See the Office of Migrant Education's CSPR Rating Instrument for the criteria needed to address this question. Please respond in the table below.

Accuracy of EDFacts Data Files	Yes/No
The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.	YES

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.

**Comments:** The response is limited to 8,000 characters.

1. The California Department of Education (CDE) compares child counts in its statewide database (MSIN) with the Category 1 & 2 counts in MSIX after data close.
2. CDE utilizes MSIX for ongoing data quality purposes to work on near-match students with other states. Subgrantees resolve near-match worklist items on MSIX.
3. CDE verifies the accuracy of MSIX data transmissions by reviewing return files received after each file transmission. Return files are compared to the original transmission. Discrepancies are resolved in order to complete the transmission.

**Comments:** The response is limited to 4,000 characters.

**2.4.3.2 Quality Control Processes**

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.	59
The number of eligibility determinations sampled for which a re-interview was completed.	59
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	53

  

Procedures	SY
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)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.	2018-2019

**Comments:** The response is limited to 8,000 characters.

**FAQ on independent prospective re-interviews:**

*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 migratory 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 migratory children.

Obtaining Data from Families	Re-interview Method
Select how the re-interviews were conducted: Face-to-face re-interviews Phone Interviews Both	Face-to-face interviews

Obtaining Data from Families	Yes/No
Was there a protocol for verifying all information used in making the original eligibility determination?	YES
Were re-interviewers independent from the original interviewers?	YES

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY 2018-19.

**Comments:** The response is limited to 8,000 characters.

Independent re-interviews were hired based on the criteria outlined in the 2010 Technical Assistance Guide on Re-interviewing (1) re-interviewers were independent from original interviews; (2) conflicts of interest were known and addressed; (3) re-interviewers had the needed linguistic capacity; (4) re-interviewers had the necessary population knowledge; (5) re-interviewers had training and guidance; and (6) re-interviewers followed the protocol to accurately collect data. Additionally, all packets were reviewed by staff who are not employed by any office of migrant education.

In the space below, refer to the results of **any** re-interview processes used by the SEA, and if any of the migratory 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.

**Comments:** The response is limited to 8,000 characters.

The subgrantees who had an ineligibility in their area employed staff trainings on the elements that contributed to ineligibility results. The state has also included those elements in the upcoming state training. In addition, the state is using state and local re-interview data in a continuous improvement process that is being implemented five subgrantees at a time, beginning 2019-20.

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

	Yes/No
Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?	YES

**Comments:** The response is limited to 4,000 characters.

**2.4.4 Eligible Migratory Children**

**2.4.4.1 Priority for Services**

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

<b>Age/Grade</b>	<b>Priority for Services During the Performance Period</b>
Age 3 through 5 (not Kindergarten)	39
K	815
1	896
2	796
3	923
4	886
5	862
6	889
7	808
8	810
9	412
10	324
11	586
12	151
Ungraded	
Out-of-school	21
<b>Total</b>	<b>9,218</b>

**Comments:** The response is limited to 4,000 characters.

**FAQ on priority for services:**

*Who is classified as having “priority for service?”* Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.



**2.4.4.2 English Learners (ELs)**

In the table below, provide the unduplicated number of **eligible** migratory children who are also ELs. The total is calculated automatically.

<b>Age/Grade</b>	<b>ELs During the Performance Period</b>
Age 3 through 5 (not Kindergarten)	
K	4,169
1	4,420
2	4,414
3	4,117
4	3,830
5	3,387
6	3,075
7	2,798
8	2,435
9	2,133
10	1,938
11	1,638
12	1,502
Ungraded	
Out-of-school	60
Total	39,916

**Comments:** The response is limited to 4,000 characters.

**2.4.4.3 Children with Disabilities (IDEA)**

In the table below, provide the unduplicated number of **eligible** migratory 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 ( <i>IDEA</i> ) During the Performance Period
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	5
K	335
1	408
2	451
3	527
4	560
5	602
6	568
7	591
8	586
9	475
10	428
11	347
12	347
Ungraded	
Out-of-school	17
Total	6,247

**Comments:** The response is limited to 4,000 characters.

**2.4.4.4 Qualifying Arrival Date (QAD)**

In the table below, provide the unduplicated number of **eligible** migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2019 (i.e., QAD during the performance period). The total is calculated automatically.

<b>Age/Grade</b>	<b>QAD During the Performance Period</b>
Age Birth through 2	1,727
Age 3 through 5 (not Kindergarten)	2,585
K	1,366
1	1,245
2	1,200
3	1,231
4	1,171
5	1,115
6	1,178
7	1,066
8	1,088
9	1,127
10	1,007
11	847
12	391
Ungraded	
Out-of-school	2,738
Total	21,082

**Comments:** The response is limited to 4,000 characters.

### 2.4.5 Academic Status

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

#### 2.4.5.1 Dropouts

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

Grade	Dropouts During the Performance Period
7	17
8	18
9	25
10	35
11	76
12	190
Ungraded	
Total	361

**Comments:** The response is limited to 4,000 characters.

#### FAQ on Dropouts:

*How is "dropouts" defined?* The term used for students, who, (1) were enrolled in a school for at least one day during the 2018-19 performance period, (2) were not enrolled at the beginning of the current (2018-19) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2018-19 performance period should not be reported in this item.

**2.4.5.2 HSED (High School Equivalency Diploma)**

In the table below, provide the total unduplicated number of **eligible** migratory 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).

<b>Obtain HSED</b>	<b>#</b>
Obtained a HSED in your State During the Performance Period	40

**Comments:** The response is limited to 4,000 characters.

**2.4.6 MEP Services - During the Performance Period**

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

**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 migratory child; (2) address a need of a migratory 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 migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of **eligible** migratory 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.

<b>Age/Grade</b>	<b>Served During the Performance Period</b>
Age Birth through 2	440
Age 3 through 5 (not Kindergarten)	5,550
K	3,859
1	3,888
2	3,909
3	3,872
4	3,874
5	3,811
6	3,693
7	3,859
8	3,650
9	3,706
10	3,520
11	3,288
12	2,753
Ungraded	
Out-of-school	2,430
Total	56,102

**Comments:** The response is limited to 4,000 characters.

**2.4.6.1 Priority for Services – During the Performance Period**

In the table below, provide the unduplicated number of **eligible** migratory 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)	29
K	632
1	690
2	581
3	698
4	645
5	656
6	632
7	567
8	554
9	275
10	238
11	460
12	63
Ungraded	
Out-of-school	11
Total	6,731

**Comments:** The response is limited to 4,000 characters.

**2.4.6.2 Continuation of Services – During the Performance Period**

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 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.

<b>Age/Grade</b>	<b>Continuation of Services During the Performance Period</b>
Age 3 through 5 (not Kindergarten)	2
K	1
1	1
2	1
3	2
4	1
5	
6	
7	1
8	1
9	1
10	3
11	11
12	10
Ungraded	
Out-of-school	1
Total	36

**Comments:** The response is limited to 4,000 characters.

**FAQ on Continuation of Services:**

*What is Continuation of Services?* The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.



**2.4.6.3 Instructional Service – During the Performance Period**

In the table below, provide the unduplicated number of **eligible** migratory 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.

<b>Age/Grade</b>	<b>Instructional Service During the Performance Period</b>
Age Birth through 2	104
Age 3 through 5 (not Kindergarten)	4,494
K	3,044
1	3,209
2	3,246
3	3,158
4	3,202
5	3,060
6	2,953
7	2,882
8	2,601
9	2,037
10	1,966
11	1,895
12	1,413
Ungraded	
Out-of-school	1,092
Total	40,356

**Comments:** The response is limited to 4,000 characters.

**2.4.6.4 Type of Instructional Service – During the Performance Period**

In the table below, provide the number of **eligible** migratory 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.

<b>Age/Grade</b>	<b>Reading Instruction During the Performance Period</b>	<b>Mathematics Instruction During the Performance Period</b>	<b>High School Credit Accrual During the Performance Period</b>
Age Birth through 2	45	24	
Age 3 through 5 (not Kindergarten)	1,487	758	
K	2,278	1,910	
1	2,456	2,044	
2	2,489	2,138	
3	2,497	2,084	
4	2,502	2,111	
5	2,361	1,960	
6	2,181	1,944	
7	2,019	1,716	
8	1,723	1,279	
9	1,035	806	237
10	951	722	334
11	858	679	413
12	580	406	368
Ungraded			
Out-of-school	327	121	148
Total	25,789	20,702	1,500

**Comments:** The response is limited to 4,000 characters.

**FAQ on Types of Instructional Services:**

*What is "high school credit accrual"?* MEP-funded instruction, funded in whole or in part by MEP funds, 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. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

**2.4.6.5 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** migratory 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** migratory 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.

<b>Age/Grade</b>	<b>Support Services During the Performance Period</b>	<b>Breakout of Counseling Services During the Performance Period</b>
Age Birth through 2	393	49
Age 3 through 5 (not Kindergarten)	3,802	346
K	3,007	318
1	2,968	381
2	3,017	364
3	2,980	371
4	3,043	427
5	3,037	371
6	2,940	547
7	3,068	654
8	3,023	795
9	3,481	1,777
10	3,199	1,167
11	3,001	1,165
12	2,512	954
Ungraded		
Out-of-school	2,031	173
<b>Total</b>	<b>45,502</b>	<b>9,859</b>

**Comments:** The response is limited to 4,000 characters.

**FAQs on Support Services:**

*a. What are support services?* These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and 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, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

**2.4.7 School Data during the Regular School Year**

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

**2.4.7.1 Schools and Enrollment – During the Regular School Year**

In the table below, provide the number of public schools that enrolled **eligible** migratory 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** migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools that enrolled eligible migratory children	3,591
Number of eligible migratory children enrolled in those schools	62,774

**Comments:** The response is limited to 4,000 characters.

**2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – 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** migratory 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 migratory child at some time during the regular school year, the number of children may include duplicates.

<b>Schools</b>	<b>#</b>
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migratory children enrolled in those schools	

**Comments:** The response is limited to 4,000 characters.

**2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK**

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, 2018 through June 30, 2019.
- 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, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, 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 that 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, that receive Title I, Part D funds and serve non-adjudicated children and youth.

**2.5.1 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.

**2.5.1.1 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	0	0
Juvenile detention	0	0
Juvenile corrections	4	301
Adult corrections	10	156
Other	0	0
Total	14	

**Comments:** The response is limited to 4,000 characters.

**FAQ on Programs and Facilities - Subpart I:**

*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.

**2.5.1.2 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.

<b>State Program/Facility Type</b>	<b># Reporting Data</b>
Neglected programs	0
Juvenile detention	0
Juvenile corrections	4
Adult corrections	10
Other	0
Total	14

**Comments:** The response is limited to 4,000 characters.

**2.5.1.3 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 EL status, 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			426	1,303	
Total Long Term Students Served			327	899	

Provide the number of students served by special populations

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with disabilities ( <i>IDEA</i> )			149	2	
English Learners (ELs)			105	9	

Provide the number of students served by race/ethnicity.

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native			3	10	
Asian			6	12	
Black or African American			124	426	
Hispanic or Latino			256	705	
Native Hawaiian or other Pacific Islander			3	18	
White			34	122	
Two or more races			0	10	
Total			426	1,303	

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			413	1,230	
Female			13	73	
Total			426	1,303	

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5			0	0	
6			0	0	
7			0	0	
8			0	0	
9			0	0	
10			0	0	
11			0	0	
12			0	0	
13			0	0	
14			3	0	
15			34	0	
16			92	0	
17			122	0	
18			109	45	



Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
19			39	194	
20			23	391	
21			4	673	
Total			426	1,303	

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

**Comments:** The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**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, 2018 through June 30, 2018.

**2.5.1.4 Academic, Career and Technical 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, career, and technical 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 in the while enrolled in the State agency program/facility column ("in fac.") or in the within 90 calendar days after exiting 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, career and technical 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, career, and technical 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			6	S	

Outcomes (once per student) - # of Students Who	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	Juvenile Corrections - 90 days after exit	Adult Corrections - In fac.	Adult Corrections - 90 days after exit	Other Programs - In fac.	Other Programs - 90 days after exit
Earned a GED					23	S	51	S		
Obtained high school diploma					85	S	8	S		

Outcomes (once per student per time period) - # of Students Who	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	Juvenile Corrections - 90 days after exit	Adult Corrections - In fac.	Adult Corrections - 90 days after exit	Other Programs - In fac.	Other Programs - 90 days after exit
Earned high school course credits					404	S	31	S		
Enrolled in a GED program					66	S	287	S		
Accepted and/or enrolled into post-secondary education					22	S	115	S		
Enrolled in job training courses/programs					318	S	178	S		
Obtained employment					S	S	S	S		

In the text box below, please account for any missing or incomplete data after exit.

**Comments:** The response is limited to 8,000 characters. In California, Title I Part D Subpart 1 funds do not support Neglected, Juvenile Detention or "Other" programs.

**Comments:** The response is limited to 4,000 characters.

**2.5.2 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.

**2.5.2.1 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, 2018, 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.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams			136	55	
Long-term students with no change in grade level from the pre- to post-test exams			27	53	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			47	86	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			95	124	
Total students pre/post- tested			305	318	

**Comments:** The response is limited to 4,000 characters.

**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, 2018 through June 30, 2019.

**2.5.2.2 Academic Performance in Mathematics – 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 mathematics 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, 2018, 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.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams			62	23	
Long-term students with no change in grade level from the pre- to post-test exams			4	20	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			42	31	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			200	51	
Total students pre/post- tested			308	125	

**Comments:** The response is limited to 4,000 characters.

**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, 2018 through June 30, 2019.

**2.5.3 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.

**2.5.3.1 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.

<b>LEA Program/Facility Type</b>	<b># Programs/Facilities</b>	<b>Average Length of Stay in Days</b>
At-risk programs	65	105
Neglected programs	11	95
Juvenile detention	76	75
Juvenile corrections	0	0
Other	0	0
Total	152	

**Comments:** The response is limited to 4,000 characters.

**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.

**2.5.3.2 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.

<b>LEA Program/Facility Type</b>	<b># Reporting Data</b>
At-risk programs	65
Neglected programs	11
Juvenile detention	76
Juvenile corrections	0
Other	0
Total	152

**Comments:** The response is limited to 4,000 characters.

**2.5.3.3 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 EL status, 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	15,560	1,063	21,002		
Total Long Term Students Served	7,228	329	3,081		

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with disabilities ( <i>IDEA</i> )	1,960	281	5,932		
ELs	3,355	130	3,780		

Provide the number of students served by race/ethnicity.

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	273	9	379		
Asian	392	11	346		
Black or African American	1,900	330	5,349		
Hispanic or Latino	9,925	467	11,377		
Native Hawaiian or other Pacific Islander	125	4	184		
White	2,487	221	2,874		
Two or more races	458	21	493		
Total	15,560	1,063	21,002		

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	10,247	549	16,610		
Female	5,313	514	4,392		
Total	15,560	1,063	21,002		

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3 through 5	3	1			
6	22	21			
7	29	21	1		
8	30	28			
9	36	28			
10	40	19	2		
11	68	27	5		
12	193	43	112		
13	691	67	516		
14	1,366	100	1,375		
15	2,047	147	3,007		
16	3,004	208	4,683		
17	3,853	228	6,110		
18	2,997	112	4,367		
19	924	9	747		

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
20	202	2	64		
21	55	2	13		
Total	15,560	1,063	21,002		

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

**Comments:** The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**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, 2018 through June 30, 2019.



**2.5.3.4 Academic, Career and Technical 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, career and technical 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 in the while enrolled in the LEA program/facility column ("in fac.") or in the within 90 calendar days after exiting 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, career and technical outcomes while enrolled in the LEA program/facility. In the "90 days after exit" column provide the unduplicated number of students who attained academic, career and technical 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	3,006	264	6,487		

Outcomes (once per student) - # of Students Who	At-Risk Programs - In fac.	At-Risk Programs - 90 days after exit	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	Juvenile Corrections - 90 days after exit	Other Programs - In fac.	Other Programs - 90 days after exit
Earned a GED	12	26	S	S	78	20				
Obtained high school diploma	1,489	129	45	8	964	197				

Outcomes (once per student per time period) - # of Students Who	At-Risk Programs - In fac.	At-Risk Programs - 90 days after exit	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	Juvenile Corrections - 90 days after exit	Other Programs - In fac.	Other Programs - 90 days after exit
Earned high school course credits	11,100	2,772	601	64	13,514	3,683				
Enrolled in a GED program	23	47	5		221	43				
Accepted and/or enrolled into post-secondary education	430	271	14	22	706	173				
Enrolled in job training courses/programs	1,056	389	179	S	1,544	254				
Obtained employment	926	400	50	3	159	269				

In the text box below, please account for any missing or incomplete data after exit.

**Comments:** The response is limited to 8,000 characters. In California, Title I Part D Subpart 2 funds do not support Juvenile Corrections or "Other" programs.

Null values for the programs that California do support are interpreted as zero (0).

**Comments:** The response is limited to 4,000 characters.

## 2.5.4 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.

### 2.5.4.1 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, 2018, 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.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams	932	72	600		
Long-term students with no change in grade level from the pre- to post-test exams	667	18	441		
Long-term students with improvement up to one full grade level from the pre- to post-test exams	812	48	460		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	895	35	508		
Total students pre/post- tested	3,306	173	2,009		

**Comments:** The response is limited to 4,000 characters.

#### 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, 2018, through June 30, 2019.

*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.

**2.5.4.2 Academic Performance in Mathematics – 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 mathematics 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, 2018, 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.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams	894	57	504		
Long-term students with no change in grade level from the pre- to post-test exams	675	24	472		
Long-term students with improvement up to one full grade level from the pre- to post-test exams	836	45	415		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	748	52	484		
<b>Total students pre/post- tested</b>	<b>3,153</b>	<b>178</b>	<b>1,875</b>		

**Comments:** The response is limited to 4,000 characters.

**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, 2018, through June 30, 2019.

*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.

**2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)****2.6.1 Funds Spent Under Title IV, Part A**

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the *ESEA*. The data are reported through the Annual Performance Reporting Tool.

<b>Content Area</b>	<b>Amount of Funds Spent</b>
Well-Rounded	0.00
Safe and Healthy Students	0.00
Effective Use of Technology	0.00

**Comments:** The response is limited to 4,000 characters.

The California Department of Education (CDE) does not have this data to report for CSPR SY2018-19. As mentioned in our September 16, 2019 comments to the CSPR 30-day OMB package, the CDE is in the process of making a change to how LEAs submit data to our Consolidated Application and Reporting System (CARS). The Title IV Part A formula funds data will be collected during the 2020-21 CARS Spring Collection period, and will be available to report for SY2019-20.

**2.6.2 LEAs Who Spent Funds Under Title IV, Part A**

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the *ESEA*. For the "Any" category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below). The data are reported through the Annual Performance Reporting Tool.

<b>Content Area</b>	<b>Number of LEAs Spending Funds</b>
Well-Rounded	0
Safe and Healthy Students	0
Effective Use of Technology	0
Any Content Area	0

**Comments:** The response is limited to 4,000 characters.

The California Department of Education (CDE) does not have this data to report for CSPR SY2018-19. As mentioned in our September 16, 2019 comments to the CSPR 30-day OMB package, the CDE is in the process of making a change to how LEAs submit data to our Consolidated Application and Reporting System (CARS). The Title IV Part A formula funds data will be collected during the 2020-21 CARS Spring Collection period, and will be available to report for SY2019-20.

**2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)****2.7.1 State Transferability of Funds**

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

<b>State Transferability of Funds</b>	<b>Yes/No</b>
Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY 2018-19?	YES

**Comments:** The response is limited to 4,000 characters.

**2.7.2 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.

<b>LEA Transferability of Funds</b>	<b>#</b>
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).	425

**Comments:** The response is limited to 4,000 characters.

**2.7.3 LEA Funds Transfers**

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

<b>Program</b>	<b># LEAs Transferring Funds FROM Eligible Program</b>	<b># LEAs Transferring Funds TO Eligible Program</b>
Supporting Effective Instruction (Title II, Part A)	75	67
Student Support and Enrichment Grants (Title IV, Part A)	390	1
Improving Basic Programs Operated by LEAs (Title I, Part A)		336
Education of Migratory Children (Title I, Part C)		0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		3
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		4
Rural Education Initiative (Title V, Part B)		21

In the table below provide the total amount of FY 2018 appropriated funds transferred from and to each eligible program.

<b>Program</b>	<b>Total Amount of Funds Transferred FROM Eligible Program</b>	<b>Total Amount of Funds Transferred TO Eligible Program</b>
Supporting Effective Instruction (Title II, Part A)	1,296,342.00	11,036,386.00
Student Support and Enrichment Grants (Title IV, Part A)	19,959,510.00	200,000.00
Improving Basic Programs Operated by LEAs (Title I, Part A)		8,301,480.00
Education of Migratory Children (Title I, Part C)		0.00
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		171,641.00
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		639,027.00
Rural Education Initiative (Title V, Part B)		907,318.00

**Comments:** The response is limited to 4,000 characters.



**2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)**

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

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

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2018-19 for each of the listed purposes.

<b>Purpose</b>	<b># LEAs</b>
Activities authorized under Part A of Title I	67
Activities authorized under Part A of Title II	44
Activities authorized under Title III	24
Activities authorized under Part A of Title IV	49
Parental involvement activities	20

**Comments:** The response is limited to 4,000 characters.

**2.8.2 RLIS Objectives and Outcomes**

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

**Comments:** The response is limited to 8,000 characters.

The Elementary and Secondary Education Act reauthorized as the Every Student Succeeds Act (ESSA) includes the Rural Education Achievement Program (REAP) Initiative designed to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes (ESSA Section 5202).

An LEA is eligible for RLIS if 20 percent or more of the children served by the LEA are from families with incomes below poverty, and all of the schools served by the LEA are designated with a school locale code of 32, 33, 41, 42, or 43 by the NCES (ESSA Section 5221[b][1]).

**2.8.3 RLIS Technical Assistance**

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

**Comments:** The response is limited to 8,000 characters.

The California Department of Education continues to reach out and provide technical assistance to all eligible LEAs. Presentations and workshops are given at state wide conferences. Reminder emails are sent out that provide updates and timelines for eligibility and the application process. On average CDE is in contact with 90% of LEAs.

**2.8.4 RLIS Subgrant Award Determination**

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

**Comments:** The response is limited to 8,000 characters.

The Elementary and Secondary Education Act reauthorized as the Every Student Succeeds Act (ESSA) includes the Rural Education Achievement Program (REAP) Initiative designed to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for federal competitive grants; and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes (ESSA Section 5202).

An LEA is eligible for RLIS if 20 percent or more of the children served by the LEA are from families with incomes below poverty, and all of the schools served by the LEA are designated with a school locale code of 32, 33, 41, 42, or 43 by the NCES (ESSA Section 5221[b][1]).

**2.8.5 RLIS State Administrative Funds**

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	1.00%
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	23.00%

**Comments:** The response is limited to 4,000 characters.

**2.8.6 RLIS LEAs Awarded Funds**

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received. This information will be collected from SEAs outside of the CSPR collection tool.

- NCES LEA ID
- LEA Name
- RLIS Award Amount

**Comments:** The response is limited to 4,000 characters.  
See Excel spreadsheet for detailed information on all RLIS LEAS awarded funds.

**2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)**

	<b>Number</b>	<b>Percentage</b>
What number and percentage of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	196	53.12%

**Comments:** The response is limited to 4,000 characters.