

**CONSOLIDATED STATE PERFORMANCE REPORT:
Part I**

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

For reporting on
School Year 2018-19

California



PART I DUE Thursday, April 09, 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 8303¹ of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*².

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.

¹ 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.

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

OMB Number: 1810-0724
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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, 2018-19

Name of State Education Agency (SEA) Submitting This Report:

California Department of Education

Address:

Person to contact about this report:

Name:

Karen Singh

Telephone:

916327-2014

Fax:

9163270195

e-mail:

KSingh@cde.ca.gov

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

Jerry Winkler

Submitted Date and Time:

05/04/20 10:07:24 AM

1.1 GENERAL INFORMATION

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the *ESEA*.

1.1.1 State Report Cards

Provide the url for your State's publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	https://www.cde.ca.gov/ta/ac/sc/index.asp
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Comments: The response is limited to 4,000 characters.

Please note, the 18-19 State Report Card will be posted in Fall 2020. The report can be found at the link above.

1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

This section collects data on student academic achievement and participation in the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that align with their accountability system.

1.2.1 Academic Achievement and Participation in Mathematics Assessment

In the table below, provide information on the achievement and participation of students on the mathematics assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the mathematics assessment, the number of students who took the mathematics assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who participated in the assessment and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children with disabilities, as defined under the *Individuals with Disabilities Education Act* (*IDEA*), who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" should include recently arrived students who are identified as English Learners (ELs) and who have attended schools in the U.S. for less than 12 months. Do not include former ELs (i.e., those who exited EL status prior to the testing window within the past four years).

This table is repeated for each of grades three through eight and once for high school.

1.2.1.1 Academic Achievement and Participation in Mathematics Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	449,866	98.2%	449,866	S	49.8%
American Indian or Alaska Native	S	2,123	97%	2,123	S	38%
Asian or Pacific Islander	S	53,494	98.8%	53,494	S	75.1%
Asian	S	41,760	98.8%	41,760	S	78.1%
Native Hawaiian or other Pacific Islander	S	1,889	97%	1,889	S	41%
Black or African American	S	23,736	96.8%	23,736	S	30%
Hispanic or Latino	S	247,921	98.7%	247,921	S	39.6%
White	S	100,131	97.2%	100,131	S	63.5%
Two or more races	S	18,888	97.7%	18,888	S	63.9%
Children with disabilities (<i>IDEA</i>)	S	60,518	95.4%	60,518	S	23.4%
English learners	S	162,498	98.8%	162,498	S	40.2%
Economically disadvantaged students	S	287,038	98.3%	287,038	S	38.4%
Children in foster care	S	3,142	96.4%	3,142	S	25.1%
Children who are homeless	S	20,673	96.3%	20,673	S	31.4%
Migratory students	S	5,044	98.4%	5,044	S	30.1%
Military connected students	S	6,063	97.6%	6,063	S	59.8%
Male	S	229,961	98%	229,961	S	50.8%
Female	S	219,905	98.3%	219,905	S	48.6%

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

1.2.1.2 Academic Achievement and Participation in Mathematics Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	442,368	98.3%	442,368	S	44.5%
American Indian or Alaska Native	S	2,055	97%	2,055	S	29%
Asian or Pacific Islander	S	52,552	99%	52,552	S	72.7%
<i>Asian</i>	S	40,721	99%	40,721	S	76%
<i>Native Hawaiian or other Pacific Islander</i>	S	1,941	98%	1,941	S	37%
Black or African American	S	23,384	97.2%	23,384	S	25%
Hispanic or Latino	S	244,698	98.7%	244,698	S	33.4%
White	S	98,264	97.3%	98,264	S	59.6%
Two or more races	S	18,128	97.7%	18,128	S	59.1%
Children with disabilities (<i>IDEA</i>)	S	62,262	96%	62,262	S	18.4%
English learners	S	164,293	98.9%	164,293	S	34.2%
Economically disadvantaged students	S	282,143	98.4%	282,143	S	32.4%
Children in foster care	S	2,965	97%	2,965	S	18%
Children who are homeless	S	20,399	96.5%	20,399	S	25.9%
Migratory students	S	4,984	98.4%	4,984	S	24.8%
Military connected students	S	5,590	97.8%	5,590	S	55%
Male	S	227,557	98.2%	227,557	S	46.1%
Female	S	214,811	98.4%	214,811	S	42.9%

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

1.2.1.3 Academic Achievement and Participation in Mathematics Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	461,233	98.4%	461,233	S	37.7%
American Indian or Alaska Native	S	2,207	97%	2,207	S	25%
Asian or Pacific Islander	S	55,646	99.1%	55,646	S	67.7%
<i>Asian</i>	S	43,128	99.1%	43,128	S	72%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,107	98%	2,107	S	31%
Black or African American	S	24,636	97.5%	24,636	S	19%
Hispanic or Latino	S	256,441	98.8%	256,441	S	26.2%
White	S	101,556	97.4%	101,556	S	52.6%
Two or more races	S	17,866	97.7%	17,866	S	51.6%
Children with disabilities (<i>IDEA</i>)	S	65,614	96.1%	65,614	S	13.1%
English learners	S	166,494	99%	166,494	S	26.3%
Economically disadvantaged students	S	294,354	98.5%	294,354	S	25.6%
Children in foster care	S	2,818	96%	2,818	S	14%
Children who are homeless	S	20,733	96.8%	20,733	S	20.2%
Migratory students	S	5,033	98.3%	5,033	S	18.7%
Military connected students	S	5,631	97.9%	5,631	S	48.2%
Male	S	237,650	98.3%	237,650	S	39%
Female	S	223,583	98.5%	223,583	S	36.3%

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

1.2.1.4 Academic Achievement and Participation in Mathematics Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	463,837	98.2%	463,837	S	38.2%
American Indian or Alaska Native	S	2,360	97%	2,360	S	26%
Asian or Pacific Islander	S	55,406	99.1%	55,406	S	69%
<i>Asian</i>	S	42,851	99.1%	42,851	S	73.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,164	98%	2,164	S	31%
Black or African American	S	24,519	97%	24,519	S	19.5%
Hispanic or Latino	S	257,844	98.7%	257,844	S	26.6%
White	S	103,486	97.1%	103,486	S	53%
Two or more races	S	17,312	97.6%	17,312	S	52.7%
Children with disabilities (<i>IDEA</i>)	S	62,818	95.9%	62,818	S	10.1%
English learners	S	158,368	98.9%	158,368	S	23.9%
Economically disadvantaged students	S	294,761	98.4%	294,761	S	26%
Children in foster care	S	2,761	95%	2,761	S	13%
Children who are homeless	S	19,323	96.2%	19,323	S	20.2%
Migratory students	S	4,876	98.3%	4,876	S	19.5%
Military connected students	S	5,263	97.6%	5,263	S	48.3%
Male	S	238,346	98.1%	238,346	S	37.7%
Female	S	225,491	98.3%	225,491	S	38.8%

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

1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	477,940	97.8%	477,940	S	37.6%
American Indian or Alaska Native	S	2,401	95%	2,401	S	26%
Asian or Pacific Islander	S	57,847	99%	57,847	S	69.7%
<i>Asian</i>	S	44,050	99.1%	44,050	S	74%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,145	98%	2,145	S	33%
Black or African American	S	25,015	96.3%	25,015	S	18.4%
Hispanic or Latino	S	266,003	98.3%	266,003	S	25.2%
White	S	106,408	96.8%	106,408	S	53.6%
Two or more races	S	17,308	97.1%	17,308	S	52.9%
Children with disabilities (<i>IDEA</i>)	S	62,028	95.6%	62,028	S	9.9%
English learners	S	148,283	98.5%	148,283	S	18.9%
Economically disadvantaged students	S	301,331	97.9%	301,331	S	24.9%
Children in foster care	S	2,793	94%	2,793	S	12%
Children who are homeless	S	17,558	95%	17,558	S	19.2%
Migratory students	S	5,042	98%	5,042	S	17.6%
Military connected students	S	5,022	97.6%	5,022	S	49.3%
Male	S	244,887	97.8%	244,887	S	37.7%
Female	S	233,053	97.9%	233,053	S	37.4%

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

1.2.1.6 Academic Achievement and Participation in Mathematics Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	466,869	97.5%	466,869	S	36.4%
American Indian or Alaska Native	S	2,398	95%	2,398	S	24%
Asian or Pacific Islander	S	58,369	99%	58,369	S	68.5%
<i>Asian</i>	S	44,145	99.1%	44,145	S	73.3%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,215	97%	2,215	S	29%
Black or African American	S	24,557	95.7%	24,557	S	17%
Hispanic or Latino	S	256,997	97.9%	256,997	S	24%
White	S	105,821	96.2%	105,821	S	51.3%
Two or more races	S	16,161	96.5%	16,161	S	51.3%
Children with disabilities (<i>IDEA</i>)	S	59,136	94.7%	59,136	S	8.3%
English learners	S	120,633	98.1%	120,633	S	14.5%
Economically disadvantaged students	S	290,610	97.5%	290,610	S	24%
Children in foster care	S	2,683	92%	2,683	S	11%
Children who are homeless	S	17,210	94.6%	17,210	S	18.1%
Migratory students	S	4,983	98.4%	4,983	S	18.1%
Military connected students	S	5,459	97.7%	5,459	S	43.9%
Male	S	238,752	97.4%	238,752	S	34.9%
Female	S	228,117	97.5%	228,117	S	37.9%

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

1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	442,203	93.9%	442,203	S	32.1%
American Indian or Alaska Native	S	2,243	89%	2,243	S	19%
Asian or Pacific Islander	S	58,451	96.6%	58,451	S	64%
<i>Asian</i>	S	42,950	96.8%	42,950	S	69.9%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,121	92%	2,121	S	25%
Black or African American	S	23,407	89.5%	23,407	S	14.3%
Hispanic or Latino	S	238,619	94.2%	238,619	S	20.2%
White	S	102,598	93.3%	102,598	S	44.3%
Two or more races	S	13,371	91.7%	13,371	S	42.9%
Children with disabilities (<i>IDEA</i>)	S	46,431	88.2%	46,431	S	5.9%
English learners	S	70,128	92%	70,128	S	8.6%
Economically disadvantaged students	S	263,992	93.3%	263,992	S	21%
Children in foster care	S	2,483	75.2%	2,483	S	6%
Children who are homeless	S	15,808	86.7%	15,808	S	14.2%
Migratory students	S	3,984	95%	3,984	S	15.3%
Military connected students	S	6,800	96.2%	6,800	S	32.6%
Male	S	225,120	93.7%	225,120	S	31.4%
Female	S	217,083	94.1%	217,083	S	32.8%

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

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

In the table below, provide information on the achievement and participation of students on the reading/language arts assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the reading/language arts assessment, the number of students who took the reading/language arts assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency (ELP) in lieu of the State's reading/language arts assessment. Do not include former ELs.

This table is repeated for each of grades three through eight and once for high school.

1.2.2.1 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	447,591	97.7%	447,591	S	48.3%
American Indian or Alaska Native	S	2,122	97%	2,122	S	37%
Asian or Pacific Islander	S	52,850	97.6%	52,850	S	70.1%
Asian	S	41,162	97.4%	41,162	S	72.2%
Native Hawaiian or other Pacific Islander	S	1,893	97%	1,893	S	39%
Black or African American	S	23,762	97%	23,762	S	31.2%
Hispanic or Latino	S	246,456	98.1%	246,456	S	38.3%
White	S	99,960	97.1%	99,960	S	62.6%
Two or more races	S	18,902	97.8%	18,902	S	63.5%
Children with disabilities (<i>IDEA</i>)	S	60,610	95.6%	60,610	S	22%
English Learners	S	160,053	97.3%	160,053	S	36.3%
Economically disadvantaged students	S	285,556	97.8%	285,556	S	36.7%
Children in foster care	S	3,156	96.9%	3,156	S	25.6%
Children who are homeless	S	20,342	94.7%	20,342	S	30.3%
Migratory students	S	4,898	95.6%	4,898	S	25.8%
Military connected students	S	6,073	97.8%	6,073	S	58.8%
Male	S	228,784	97.5%	228,784	S	44.7%
Female	S	218,807	97.9%	218,807	S	52%

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

1.2.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	440,211	97.8%	440,211	S	49.1%
American Indian or Alaska Native	S	2,052	97%	2,052	S	36%
Asian or Pacific Islander	S	51,901	97.8%	51,901	S	71.7%
<i>Asian</i>	S	40,136	97.6%	40,136	S	74%
<i>Native Hawaiian or other Pacific Islander</i>	S	1,937	98%	1,937	S	41%
Black or African American	S	23,424	97.4%	23,424	S	31.7%
Hispanic or Latino	S	243,372	98.2%	243,372	S	39%
White	S	98,073	97.1%	98,073	S	63.9%
Two or more races	S	18,128	97.7%	18,128	S	63.1%
Children with disabilities (<i>IDEA</i>)	S	62,319	96.1%	62,319	S	19.9%
English Learners	S	161,905	97.5%	161,905	S	37.3%
Economically disadvantaged students	S	280,737	98%	280,737	S	37.5%
Children in foster care	S	2,974	97.3%	2,974	S	25%
Children who are homeless	S	20,085	95%	20,085	S	30.7%
Migratory students	S	4,861	96%	4,861	S	27.4%
Military connected students	S	5,587	97.7%	5,587	S	59.1%
Male	S	226,408	97.7%	226,408	S	45.8%
Female	S	213,803	97.9%	213,803	S	52.6%

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

1.2.2.3 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	459,411	98%	459,411	S	51.3%
American Indian or Alaska Native	S	2,200	97%	2,200	S	39%
Asian or Pacific Islander	S	55,037	98%	55,037	S	74.7%
<i>Asian</i>	S	42,584	97.9%	42,584	S	77.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,106	98%	2,106	S	43%
Black or African American	S	24,683	97.7%	24,683	S	33.8%
Hispanic or Latino	S	255,307	98.4%	255,307	S	41%
White	S	101,443	97.3%	101,443	S	66.7%
Two or more races	S	17,877	97.8%	17,877	S	65.4%
Children with disabilities (<i>IDEA</i>)	S	65,748	96.3%	65,748	S	18.9%
English Learners	S	164,387	97.7%	164,387	S	37.9%
Economically disadvantaged students	S	293,124	98.1%	293,124	S	39.6%
Children in foster care	S	2,828	97%	2,828	S	26%
Children who are homeless	S	20,448	95.5%	20,448	S	33.4%
Migratory students	S	4,914	96%	4,914	S	29.3%
Military connected students	S	5,633	97.9%	5,633	S	63.2%
Male	S	236,619	97.8%	236,619	S	47.1%
Female	S	222,792	98.2%	222,792	S	55.9%

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

1.2.2.4 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	462,282	97.9%	462,282	S	49.6%
American Indian or Alaska Native	S	2,358	97%	2,358	S	37%
Asian or Pacific Islander	S	54,924	98.2%	54,924	S	74.1%
<i>Asian</i>	S	42,407	98.1%	42,407	S	76.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,173	98%	2,173	S	43%
Black or African American	S	24,565	97.2%	24,565	S	31.6%
Hispanic or Latino	S	256,719	98.2%	256,719	S	39.3%
White	S	103,493	97.1%	103,493	S	64.4%
Two or more races	S	17,338	97.7%	17,338	S	64.1%
Children with disabilities (<i>IDEA</i>)	S	63,007	96.2%	63,007	S	14.2%
English Learners	S	156,398	97.6%	156,398	S	33.4%
Economically disadvantaged students	S	293,590	98%	293,590	S	37.8%
Children in foster care	S	2,777	96%	2,777	S	23%
Children who are homeless	S	19,026	94.7%	19,026	S	30.8%
Migratory students	S	4,768	96.1%	4,768	S	29%
Military connected students	S	5,269	97.6%	5,269	S	60.8%
Male	S	237,503	97.7%	237,503	S	44.7%
Female	S	224,779	98%	224,779	S	54.8%

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

1.2.2.5 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	476,456	97.5%	476,456	S	51%
American Indian or Alaska Native	S	2,405	95%	2,405	S	39%
Asian or Pacific Islander	S	57,419	98.3%	57,419	S	76.1%
<i>Asian</i>	S	43,678	98.3%	43,678	S	78.5%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,140	97%	2,140	S	45%
Black or African American	S	25,101	96.6%	25,101	S	33.4%
Hispanic or Latino	S	264,846	97.8%	264,846	S	40.3%
White	S	106,423	96.8%	106,423	S	66.3%
Two or more races	S	17,323	97.2%	17,323	S	65.8%
Children with disabilities (<i>IDEA</i>)	S	62,225	95.9%	62,225	S	15%
English Learners	S	146,309	97.2%	146,309	S	29.7%
Economically disadvantaged students	S	300,271	97.5%	300,271	S	39.1%
Children in foster care	S	2,805	94%	2,805	S	24%
Children who are homeless	S	17,271	93.4%	17,271	S	32%
Migratory students	S	4,935	95.9%	4,935	S	29%
Military connected students	S	5,028	97.7%	5,028	S	62.2%
Male	S	244,055	97.4%	244,055	S	45.2%
Female	S	232,401	97.6%	232,401	S	57.2%

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

1.2.2.6 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	466,099	97.3%	466,099	S	49%
American Indian or Alaska Native	S	2,408	96%	2,408	S	35%
Asian or Pacific Islander	S	58,008	98.4%	58,008	S	74.4%
<i>Asian</i>	S	43,829	98.4%	43,829	S	77.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,213	97%	2,213	S	41%
Black or African American	S	24,666	96.1%	24,666	S	31.1%
Hispanic or Latino	S	256,283	97.6%	256,283	S	38.1%
White	S	105,979	96.4%	105,979	S	63.7%
Two or more races	S	16,204	96.8%	16,204	S	64%
Children with disabilities (<i>IDEA</i>)	S	59,428	95.2%	59,428	S	12.7%
English Learners	S	119,005	96.8%	119,005	S	21.4%
Economically disadvantaged students	S	289,963	97.3%	289,963	S	37.1%
Children in foster care	S	2,694	92%	2,694	S	22%
Children who are homeless	S	16,987	93.3%	16,987	S	29.6%
Migratory students	S	4,887	96.5%	4,887	S	27.9%
Military connected students	S	5,473	97.9%	5,473	S	57%
Male	S	238,284	97.2%	238,284	S	42.6%
Female	S	227,815	97.4%	227,815	S	55.7%

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

1.2.2.7 Academic Achievement and Participation in Reading/Language Arts Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	444,042	94.2%	444,042	S	56.9%
American Indian or Alaska Native	S	2,279	90%	2,279	S	45%
Asian or Pacific Islander	S	58,576	96.8%	58,576	S	77.3%
<i>Asian</i>	S	42,984	96.9%	42,984	S	79.3%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,157	93%	2,157	S	50%
Black or African American	S	23,617	90.3%	23,617	S	38.1%
Hispanic or Latino	S	239,430	94.5%	239,430	S	47.9%
White	S	103,125	93.7%	103,125	S	69.1%
Two or more races	S	13,482	92.5%	13,482	S	67.9%
Children with disabilities (<i>IDEA</i>)	S	46,933	89.1%	46,933	S	16%
English Learners	S	69,764	91.5%	69,764	S	18.4%
Economically disadvantaged students	S	265,119	93.7%	265,119	S	46.9%
Children in foster care	S	2,529	76.6%	2,529	S	23%
Children who are homeless	S	15,836	86.9%	15,836	S	36.6%
Migratory students	S	3,963	94.5%	3,963	S	38.1%
Military connected students	S	6,836	96.6%	6,836	S	57.2%
Male	S	225,917	94%	225,917	S	51.1%
Female	S	218,125	94.5%	218,125	S	62.8%

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

1.2.3 Academic Achievement and Participation in Science Assessment

In the table below, provide information on the achievement and participation of students on the science assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State’s testing window, the number of students who participated in the science assessment, the number of students who took the science assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

This table is repeated for each of grades three through eight and once for high school.

1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

California does not administer a statewide test in Grade 3.

1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

California does not administer a statewide test in Grade 4.

1.2.3.3 Academic Achievement and Participation in Science Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	460,837	98.3%	460,837	S	31.5%
American Indian or Alaska Native	S	2,205	97%	2,205	S	23%
Asian or Pacific Islander	S	54,492	99%	54,492	S	56.1%
<i>Asian</i>	S	43,067	99%	43,067	S	59.8%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,098	98%	2,098	S	22%
Black or African American	S	24,622	97.5%	24,622	S	14.9%
Hispanic or Latino	S	256,221	98.8%	256,221	S	20%
White	S	101,507	97.3%	101,507	S	48.4%
Two or more races	S	21,790	97%	21,790	S	45.8%
Children with disabilities (<i>IDEA</i>)	S	61,770	95.8%	61,770	S	10.4%
English Learners	S	89,284	98.3%	89,284	S	3.9%
Economically disadvantaged students	S	286,643	98.5%	286,643	S	19.4%
Children in foster care	S	2,822	97%	2,822	S	12%
Children who are homeless	S	20,683	96.6%	20,683	S	15.4%
Migratory students	S	4,631	98%	4,631	S	11.7%
Military connected students	S	5,705	97.9%	5,705	S	42.6%
Male	S	237,403	98.2%	237,403	S	31%
Female	S	223,434	98.4%	223,434	S	32%

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

1.2.3.4 Academic Achievement and Participation in Science Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

California does not administer a statewide test in Grade 6.

1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

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

California does not administer a statewide test in Grade 7.

1.2.3.6 Academic Achievement and Participation in Science Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	466,919	97.5%	466,919	S	30.6%
American Indian or Alaska Native	S	2,400	95%	2,400	S	21%
Asian or Pacific Islander	S	57,192	98.6%	57,192	S	57.4%
<i>Asian</i>	S	44,002	98.8%	44,002	S	61.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	2,217	97%	2,217	S	22%
Black or African American	S	24,597	95.6%	24,597	S	13.9%
Hispanic or Latino	S	257,067	98%	257,067	S	19.2%
White	S	106,195	96.4%	106,195	S	45.3%
Two or more races	S	19,468	96%	19,468	S	44.3%
Children with disabilities (<i>IDEA</i>)	S	56,767	94.6%	56,767	S	7.5%
English Learners	S	58,026	96.9%	58,026	S	2.4%
Economically disadvantaged students	S	282,387	97.6%	282,387	S	18.9%
Children in foster care	S	2,688	92%	2,688	S	10%
Children who are homeless	S	17,239	94.8%	17,239	S	14.3%
Migratory students	S	4,606	97.8%	4,606	S	11.8%
Military connected students	S	5,601	97.9%	5,601	S	36.9%
Male	S	238,706	97.4%	238,706	S	30.7%
Female	S	228,213	97.5%	228,213	S	30.5%

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

1.2.3.7 Academic Achievement and Participation in Science Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	281,024	85.7%	281,024	S	25.3%
American Indian or Alaska Native	S	1,378	77%	1,378	S	19%
Asian or Pacific Islander	S	40,224	90.9%	40,224	S	46.2%
<i>Asian</i>	S	29,664	91.1%	29,664	S	51.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	1,455	85%	1,455	S	15%
Black or African American	S	16,031	80.1%	16,031	S	10.1%
Hispanic or Latino	S	143,991	85.5%	143,991	S	14.9%
White	S	68,413	85.4%	68,413	S	37.2%
Two or more races	S	10,987	81.6%	10,987	S	33.6%
Children with disabilities (<i>IDEA</i>)	S	30,175	71.8%	30,175	S	5.9%
English Learners	S	22,807	77.3%	22,807	S	1.5%
Economically disadvantaged students	S	154,775	85.2%	154,775	S	15.7%
Children in foster care	S	1,435	64%	1,435	S	7%
Children who are homeless	S	10,701	78.4%	10,701	S	11.6%
Migratory students	S	2,221	87%	2,221	S	10%
Military connected students	S	3,989	91.1%	3,989	S	22.7%
Male	S	143,308	85.1%	143,308	S	25.5%
Female	S	137,716	86.2%	137,716	S	25%

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

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

This section collects information on children with disabilities' participation in the mathematics, reading/language arts, and science assessments.

1.2.4.1 Participation of Children with Disabilities (IDEA) in Mathematics Assessment

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(2) of the *ESEA* by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	233,331	55.71%
Regular Assessment with Accommodations	149,332	35.66%
Alternate Assessment Based on Alternate Achievement Standards	36,144	8.63%
Total	418,807	

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

1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics

# Children with Disabilities (<i>IDEA</i>) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
36,144	3,204,316	1.13%

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

1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2018-19?	NO

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

1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment

The data provided should include reading/language arts participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Note: For this question only, report on children with disabilities (*IDEA*) who are also ELs in the U.S. less than 12 months who took the ELP assessment in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	215,637	51.31%
Regular Assessment with Accommodations	168,362	40.06%
Alternate Assessment Based on Alternate Achievement Standards	36,271	8.63%
Recently arrived ELs, took ELP		
Total	420,270	

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

1.2.4.4 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Reading/Language Arts

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
36,271	3,196,092	1.13%

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

1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2018-19?	NO

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

1.2.4.5 Participation of Children with Disabilities (IDEA) in Science Assessment

The data provided should include science participation results from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	120,985	81.36%
Regular Assessment with Accommodations	12,377	8.32%
Alternate Assessment Based on Alternate Achievement Standards	15,350	10.32%
Total	148,712	

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

1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
15,350	1,208,780	1.27%

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

1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2018-19?	NO

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

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

This sub-section collects information on provisions provided to ELs.

1.2.5.1.1 Recently Arrived ELs Taking ELP Assessments in Lieu of Reading/Language Arts Assessments

In the table below, provide the number of recently arrived ELs included in the participation counts in 1.2 who took an assessment of ELP in lieu of the State's reading/language arts assessment, as permitted under Section 1111(b)(3)(A)(i) of the *ESEA*.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	

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

Newly arrived EL students, are required to take the ELA exam after 12 months of residency in CA.

1.2.5.1.2 Native Language Assessments Offered

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write "Yes" if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Yes/No	If yes, are the tests considered to be trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	NO		
State offers the State reading/language arts content tests in the students' native language(s).	NO		
State offers the State science content tests in the students' native language(s).	NO		

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

1.2.5.2 Performance of ELs on State ELP Assessment

In the table below, please provide for all ELs: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	1,059,878	S				

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

CDE language proficiency collection requires at least two years of data collection. Therefore, data is not yet available.

1.2.5.3 Performance of ELs in Local Educational Agencies (LEAs) Receiving Title III Funds on State ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds, and for ELs identified as children with disabilities in LEAs receiving Title III, Part A funds: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	1,025,841	S				
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	195,160	S				

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

CDE language proficiency collection requires at least two years of data collection. Therefore, data is not yet available.

1.2.5.3.1 ELs in LEAs Receiving Title III Funds Who Have Exited Language Instruction Educational Program (LIEP) based on Attaining ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have exited an LIEP based on attaining ELP.

	#	%*
ELs in LEAs receiving Title III, Part A funds who exited	168,131	15.00%

*** The number is taken from FS204 but the percentage is manually entered.**

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

168,131 ELs in LEAs receiving Title III, Part A funds who exited

1,141,704 Prior Year ELs in LEAs receiving Title III, Part A funds

14.7% Exited

1.2.5.3.2 ELs in LEAs Receiving Title III Funds Who Have Not Attained Proficiency in 5 Years

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have not attained proficiency within five years.

	#	%*
ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years	158,898	54.00%

* The number is taken from FS204 but the percentage is manually entered.

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

158,898 ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years

293,613 5-Year Prior ELs in the same LEA receiving Title III, Part A funds

1.2.5.4 Students in LEAs Receiving Title III Funds who have Exited EL Status

This section collects data on the performance of students who have exited EL status as required by Sections 3121(a)(5) and 3122(a) of the ESEA.

1.2.5.4.1 Students in LEAs Receiving Title III Funds who have Exited EL Status by Year

In the table below, report the count of students in LEAs receiving Title III funds who have exited EL status for each of the four years after such students have exited EL status.

# Year One	# Year Two	# Year Three	# Year Four	Total
154,129	181,302	160,330	129,883	625,644

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

1.2.5.4.2 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Mathematics

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who identified as children with disabilities who have exited EL status on the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs (LIEPs) and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	107,474	37.1%	10,395	13.8%
Year Two	139,915	42.7%	7,901	19%
Year Three	119,024	44.8%	4,996	19.9%
Year Four	84,011	50.1%	2,535	22%

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

1.2.5.4.3 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Reading/Language Arts

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual reading/language arts assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	107,594	47.5%	10,429	18.1%
Year Two	140,069	56.3%	7,932	25.7%
Year Three	119,171	61.2%	5,007	28.7%
Year Four	84,135	68.1%	2,548	34%

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

1.2.5.4.4 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Science

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual science assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	39,331	18%	5,089	5.3%
Year Two	50,225	26.4%	4,083	9.5%
Year Three	54,934	26.7%	3,213	11.1%
Year Four	41,523	29.4%	2,050	10%

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

1.2.6 Grants for State Assessments and Related Activities**1.2.6.1 Grants for State Assessments and Related Activities**

This section requests information on your State's use of funds under Section 1201 of *ESEA*.

1.2.6.1.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	20.00%
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	80.00%

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

1.2.6.1.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	YES
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	YES
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	YES
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	YES
Ensuring the continued validity and reliability of State assessments.	YES
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	YES
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	YES
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	YES
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	YES
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	YES
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	NO
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	NO
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	YES
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	YES
Other	NO

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

1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	66,820.16	8,752.90	13.10%
Low-poverty schools	83,797.60	7,751.37	9.25%
Total schools	304,682.96	35,010.99	

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

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

In the table below, provide information on the credentials of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers teaching with emergency or provisional credentials	Percentage Teachers teaching with emergency or provisional credentials
High-poverty schools	66,820.16		
Low-poverty schools	83,797.60		
Total schools	304,682.96		

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

Data not available for teachers teaching with emergency or provisional credentials

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers who are not teaching in the subject or field for which they are certified or licensed	Percentage teachers who are not teaching in the subject or field for which they are certified or licensed
High-poverty schools	66,820.16		
Low-poverty schools	83,797.60		
Total schools	304,682.96		

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

Data not available for teachers who are not teaching in the subject or field for which they are certified or licensed.

1.3.4 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All schools	86.00%	40.00%
Poverty metric used	FreeReducedLunchProgram + FreeMealProgram/Total Enrollment to get the percentage, then used what suggested below to determine the poverty quartiles ranking	

FAQ:

How are the poverty quartiles determined? Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

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

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.4.1 EL Enrollment Data**1.4.1.1 Number of ALL ELs Enrolled in the State**

In the table below, provide the October 1 count of ALL ELs in the State who meet the EL definition under Section 8101(21) of the *ESEA*.

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.
- Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the *ESEA*) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the *ESEA*) in the ALL EL student count in this table.

Total ELs	#
Number of ALL ELs in the State	1,195,977
Number of ELs identified as children with disabilities	207,440

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

1.4.1.2 Number of ELs in LEAs receiving Title III funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

ELs Receiving Services	#
ELs enrolled in LEAs receiving Title III funds who are served by a LIEP	1,185,606

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

1.4.2 LIEPs

Note: Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, identify the language of instruction (other than English) next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*.

LIEPs	Language of instruction (if applicable)	Number of ELs Enrolled
Transitional Bilingual	Cantonese, English, Spanish	
Dual Language or Two-way Immersion	Arabic, Armenian, Cantonese, English, French, German, Hebrew, Hmong, Italian, Japanese, Korean, Mandarin, Portuguese, Spanish, Vietnamese	83,726
English as Second language (ESL) or English Language Development (ELD)	American Sign Language, Arabic, Armenian, Cantonese, English, Farsi, French, Greek, Gujarati, Hebrew, Hindi, Hmong, Italian, Japanese, Khmer (Cambodian), Korean, Mandarin, Nepalese, Portuguese, Punjabi, Romanian, Russian, Spanish, Tagalog, Tamil, Telugu, Thai, Turkish, Urdu, Vietnamese	43,831
Content Classes with integrated ESL support	Arabic, Armenian, Cantonese, English, Farsi, French, Hebrew, Hmong, Korean, Mandarin, Nepalese, Russian, Spanish, Tagalog, Urdu, Vietnamese	1,038,595
Newcomer programs	Arabic, Cantonese, English, French, Korean, Mandarin, Nepalese, Punjabi, Russian, Spanish, Tagalog, Vietnamese	
Other	Arabic, English, French, Hmong, Japanese, Mandarin, Nepalese, Punjabi, Russian, Spanish, Tagalog, Ukrainian, Vietnamese	19,454

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

The response is limited to 8,000 characters.

Other programs include: Developmental Bilingual, English Language Mainstream, Heritage Language, One-Way Immersion, Structured English Immersion, Transitional English Language Mainstream, Trilingual Immersion

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

1.4.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed. Report additional languages with significant numbers of ELs in the comment section.

Language	# ELs
Spanish; Castilian	975,425
Chinese	37,503
Vietnamese	26,457
Arabic	18,341
Tagalog	14,970

The response is limited to 8,000 characters.

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

1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the *ESEA* and reported in CSPR Section 1.4.2 (LIEPs) even if they are not paid with Title III funds.

Number of teachers serving in LIEPs (including core content (reading, math, science and social studies) in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*
201,177	199,959	9,815

*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

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

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

Activities serving ELs in LEAs receiving Title III funds	# LEAs that conducted activity
Supporting the development and implementation of LIEPs	707
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	530
Supporting implementation of school wide programs	787
Professional development to teachers and other personnel serving ELs	836
Parent and community engagement activities	821
Supporting the development and implementation of pre-school programs	289
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	685
Improving instruction of ELs with disabilities	726
Providing tutorials, career and technical education	429
Offering programs to help ELs achieve success in post-secondary education	397
Other	81

If State reports a nonzero count of LEAs under "Other", please describe the activities that were conducted during SY2018-19 in the comment box below.

The response is limited to 8,000 characters.

Other activities include: Additional support for refugee students and their families ESL classes for parents (child care provided) Parent workshops on how to access and request language programs Parent workshops on the reclassification process Professional development to administrators to support their staff serving ELs Providing ELs with opportunities to become proficient in the use of technology Purchase of bilingual books for English learning parents to read to their children at home Summer programs for migrant students Supporting newcomer students and families to register and become connected to the school district Supporting the social/emotional learning and mental health of ELs Training for the administration of the state's English language proficiency assessment Understanding and implementation of English Language Development standards and academic content standards for English learner students.

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

1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	YES
Helping ELs meet the same challenging State academic standards that all children are expected to meet	YES
Identifying or developing, and implementing, measures of English proficiency	YES
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	YES
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	NO
Other	YES

If "Other" is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities in the table.

The response is limited to 8,000 characters.

The California Department of Education provides an annual conference during which workshops are presented to LEA superintendents, district and school administrators, county offices of education, researchers, and others about programs, services, current research, requirements, and other related topics concerning the education of English learner, immigrant and migratory students. These workshop sessions include examples of best practices presented by school district personnel. The CDE also maintains networks for the dissemination of information, guidance, research, and practices.

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

1.4.7 Education Programs and Activities for Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the *ESEA*.

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
213,799	12,823	257

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the *ESEA* or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

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

Table 1.4.7 Definitions:

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY2018-19 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/1/2018	10/5/2018	96

Table 1.4.8.1 Definitions:

- Date State Received Allocation** = Date the State receives the Title III allocation from ED.
- Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
- # of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

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

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

The California Department of Education has adopted and implemented a revised plan to ensure Title III subgrants are made in a timely manner so that local educational agencies can carry out their proposed activities. Initial payments are made based on eligibility amounts, rather than waiting for the end of the application window.

1.4.9 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the *ESEA*.

Termination of Title III Programs	Yes / No
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	NO
If yes, provide the number of language instruction educational programs <u>or</u> activities terminated.	

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

1.5 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Persistently Dangerous Schools	#
Persistently Dangerous Schools	

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

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	2,038	2,038
LEAs with subgrants	132	132
Total	2,170	2,170

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

There is an increase larger than 10 percent from 2017-18 to 2018-19 due to direct funded charters having their own LEA ID, now.

1.6.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youth Enrolled
Age 3 through 5 (not Kindergarten)	1,707
K	23,565
1	20,434
2	21,228
3	22,023
4	21,668
5	21,947
6	20,549
7	18,986
8	18,691
9	20,094
10	19,594
11	19,005
12	22,029
Ungraded	8
Total	271,528

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

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Primary Nighttime Residence	# of Homeless Children/Youth	# of Homeless Children/Youth who are Unaccompanied
Shelters and transitional housing	19,758	551
Doubled-up (e.g., living with another family)	226,363	6,190
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	11,021	766
Hotels/Motels	14,386	126
Total	271,528	7,633

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

1.6.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	7,633
Migrant children/youth	5,259
Children with disabilities (<i>IDEA</i>)	40,911
English Learners (ELs)	82,128

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

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	5,413
Age 3 through 5 (not Kindergarten)	8,722
Total	14,135

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