

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

CALIFORNIA



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 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

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, DC 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, DC 20202.

2.1 ACCOUNTABILITY

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.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

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.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

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.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
CALIFORNIA	All students	S	491389	84.3
CALIFORNIA	American Indian or Alaska Native	S	2696	76
CALIFORNIA	Asian	S	45306	92.6
CALIFORNIA	Filipino	S	S	S
CALIFORNIA	Native Hawaiian or Other Pacific Islander	S	2411	84
CALIFORNIA	Black or African American	S	27879	76.9
CALIFORNIA	Hispanic or Latino	S	265787	82.2
CALIFORNIA	White	S	113450	87.9
CALIFORNIA	Two or more races	S	19657	78.6
CALIFORNIA	Children with Disabilities (IDEA)	S	59816	68.4
CALIFORNIA	English Learners	S	70320	69.1
CALIFORNIA	Economically disadvantaged students	S	340214	81.2
CALIFORNIA	Children in foster care	S	8086	58.2
CALIFORNIA	Children who are homeless	S	34873	69.7

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.

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.

Populated with SEA-LEVEL FS160/DG739

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.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
CALIFORNIA	Children with disabilities (IDEA)	358831
CALIFORNIA	English learners	859886
CALIFORNIA	Homeless students	199100
CALIFORNIA	Migrant students	50127

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.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
CALIFORNIA	American Indian or Alaska Native	22596
CALIFORNIA	Asian	298376
CALIFORNIA	Black or African American	269902
CALIFORNIA	Hispanic or Latino	2863918
CALIFORNIA	Native Hawaiian or Other Pacific Islander	19708
CALIFORNIA	Total	4177447
CALIFORNIA	Two or more races	137086
CALIFORNIA	White	565861

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).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	51796	180	6	0	51982
CALIFORNIA	Age Birth through 2	0	0	0	0	0
CALIFORNIA	Grade 1	309436	7000	15	1276	317727
CALIFORNIA	Grade 10	279007	12633	34	409	292083
CALIFORNIA	Grade 11	268403	12831	115	390	281739
CALIFORNIA	Grade 12	276157	14032	308	350	290847
CALIFORNIA	Grade 2	311948	7272	15	1374	320609
CALIFORNIA	Grade 3	317031	6958	17	1392	325398
CALIFORNIA	Grade 4	316933	7280	18	1337	325568
CALIFORNIA	Grade 5	309435	7129	14	1357	317935
CALIFORNIA	Grade 6	311145	10300	11	1241	322697
CALIFORNIA	Grade 7	308659	11633	20	1274	321586
CALIFORNIA	Grade 8	320712	11862	14	1135	333723
CALIFORNIA	Grade 9	290795	14100	18	542	305455
CALIFORNIA	Kindergarten	376615	6165	23	1199	384002
CALIFORNIA	Total	4048072	129375	628	13276	4191351
CALIFORNIA	Ungraded	0	0	0	0	0

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, 2019 through August 31, 2020. 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 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the 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
California does not have any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

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, 2019 through August 31, 2020. 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.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	8052
CALIFORNIA	Kindergarten	4961
CALIFORNIA	Grade 1	4529
CALIFORNIA	Grade 2	4817
CALIFORNIA	Grade 3	4852
CALIFORNIA	Grade 4	4821
CALIFORNIA	Grade 5	4808
CALIFORNIA	Grade 6	4820
CALIFORNIA	Grade 7	4762
CALIFORNIA	Grade 8	4884
CALIFORNIA	Grade 9	4792
CALIFORNIA	Grade 10	4523
CALIFORNIA	Grade 11	4258
CALIFORNIA	Grade 12	3795
CALIFORNIA	Ungraded	0
CALIFORNIA	Out of school	4309
CALIFORNIA	Total	72983

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
California's Category 1 Count decrease was less than 10 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, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
CALIFORNIA	Age Birth through 2	2648

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, 2019 through August 31, 2020. 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).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	3336
CALIFORNIA	Kindergarten	2289
CALIFORNIA	Grade 1	2218
CALIFORNIA	Grade 2	2291
CALIFORNIA	Grade 3	2428
CALIFORNIA	Grade 4	2351
CALIFORNIA	Grade 5	2380
CALIFORNIA	Grade 6	2183
CALIFORNIA	Grade 7	2130
CALIFORNIA	Grade 8	2032
CALIFORNIA	Grade 9	2083
CALIFORNIA	Grade 10	1819
CALIFORNIA	Grade 11	1679
CALIFORNIA	Grade 12	180
CALIFORNIA	Out of school	884
CALIFORNIA	Ungraded	0
CALIFORNIA	Total	30283

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
California's Category 1 Count decrease was less than 10 percent.

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, 2019 through August 31, 2020. 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).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
CALIFORNIA	Age Birth through 2	102

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 served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments

California developed a web-based data system, the Migrant Student Information Network (MSIN), so that all Migrant Education Program (MEP)-funded staff in the state can access migratory child data. The MSIN is used to enter Certificates of Eligibility (COE), migratory child enrollment data, needs assessment data, services data, and communication event data (i.e., residency verification dates). In addition, the MSIN exchanges information with the California Longitudinal Pupil Achievement Data System (CALPADS), the State's K-12 data system for the purpose of submitting the required Migrant Student Information Exchange (MSIX) minimum data elements (MDE). As such, the MSIN is a comprehensive, MEP-specific system. Access to the MSIN features is limited by assigning user roles that align with each user's job functions. For example, the Recruiter role can enter COEs and access COE-related reports but cannot edit child data. Users are trained in their respective functions and monitored regularly within the MSIN by their local supervisors. Data quality is also checked by supervisors and State Administrators via twelve data monitoring reports. A migratory child can only be added in the MSIN database is through a verified COE. First, only a State trained and authorized Recruiter may conduct an interview and determine if the child meets all eligibility criteria. If so, the Recruiter can either enter an electronic COE (eCOE) directly in the MSIN or submit a completed paper COE to a Data Specialist to enter it into the MSIN. In either case, the eCOE form itself contains data checks to help the user (e.g., the Qualifying Arrival Date (QAD) field uses a visual calendar and will not allow a date earlier than 36 months from the current date). The eCOE form also prompts the user to search for each child in the existing MSIN database to avoid creating duplicate children. Only a fully completed and signed eCOE form can be forwarded to a Designated SEA Reviewer (Reviewer). Second, all COEs must be approved by a Reviewer using the MSIN COE workflow, which contains Reviewer prompts and an error log. If the Reviewer determines that all eligibility criteria were met, they sign the COE as verified. This verification status completes the COE workflow and triggers the addition of the child(ren) to the MSIN database, as well as the built-in de-duplication process. There are automatic and manual triggers for the de-duplication process in the MSIN. Every time a new COE is verified, matching tests are automatically triggered in the MSIN that check whether the same child already exists in the database. These tests use different match criteria (i.e., first name, middle name, last name, date of birth, and parent names) to find exact matches and close matches. For exact matches, records are automatically merged. For close matches, the MSIN requires Data Specialists to resolve potential duplicates by making a manual match/no-match determination. In addition to these automated processes, any system user can report suspected duplicates. System Administrators can manually send two or more records to the de-duplication workflow so that a Data Specialist will resolve them. The result of these de-duplication processes is that each migratory child is uniquely identified and associate with a unique California MEP identification number (i.e., MSD or Migrant Student Directory number). The MSIN only contains child records for currently eligible or formerly eligible migratory children. Currently eligible children must have a Date of Birth (DOB) showing they are under 22 years old, have a verified COE with a valid QAD within the last 3 years, and have not graduated (or the equivalent). As described earlier, the information to make each child's eligibility determination is collected by a trained Recruiter on a COE and is subsequent verified by a Designated SEA Reviewer. Eligible children eventually lose their eligibility status by having a QAD greater than 3 years, by graduating (or the equivalent), or by aging out (turning 22). The MSIN adjusts each child's eligibility status based on these date triggers. Many rules were built into the MSIN to ensure high data quality. For example, a child cannot have an enrollment record in the MSIN without first having eligibility status confirmed by a verified COE. Furthermore, a child cannot have a service record in the MSIN without first having an enrollment record in the corresponding service period (i.e., regular, summer, intersession). Like a funnel, this tiered design prevents the entry of inconsistent or contradictory data. In addition, there are specific rules embedded in the MSIN that prevent child enrollment and count errors. For example, system users enter graduation and High School Equivalency Diploma (HSED) dates for migratory children after each applicable term. The MSIN will not accept new enrollment records for children with either graduation date type, which prevents the children from being counted in subsequent years. The MSIN includes a real-time report that tracks eligibility status and Category 1 and 2 count status by leveraging the same count logic used in MSIX. For example, to be counted in Category 1, a child record must meet the following criteria: 1) Based on DOB, the child's age was between 3 and 21.999 at least one day in the Performance Period, and 2) Based on a verified COE with a valid QAD, the child was eligible at least one day in the Performance Period, and 3) The child's DOB was before the QAD, and 4) The child passed the de-duplication process in the MSIN, and 5) The child's residency in the region/district was verified after turning 3 years old with one or more of the following dates in the Performance Period, while the child was still eligible for MEP services (i.e., before the eligibility expiration date, graduation or completed date, turning 22 years old, or passing away): a) Enrollment Date, or b) Withdrawal Date, or c) Residency Date, or d) Communication Event Date, or e) Service Start Date, or f) Service End Date, or g) COE signed Date, or h) Termination Date if graduated or completed. Furthermore, the Category 2 count is a subset of the Category 1 count. In the MSIN, a child's enrollment record must explicitly indicate participation in services during a summer or intersession term to be counted in Category 2. As summer and intersession participation records are entered, 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 Eligibility Expiration Date (i.e., 3 years from the QAD), or any other termination date, will not be used in the Category 2 calculation. The child count report in the MSIN is used by MEP staff to gauge their progress over the course of each performance period. In addition, a snapshot of the MSIN database is taken annually and this frozen database is used as the basis for federal reporting, including the creation of EDFacts files 054, 121, 122, 145, and 165. Custom SQL scripts are used to extract and process the required information according to the definitions and instructions provided in EDFacts file specifications. For example, to avoid grade level duplicated counts, the logic written into the scripts considers each child's enrollment history to determine the age/grade in which they spent the most time during the regular school year, as recorded in the MSIN database. This is the age/grade used for each unique child in the EDFacts files. The SQL scripts for federal reporting are updated annually, and the resulting text files are audited rigorously to ensure all EDFacts requirements are met. These tasks are performed by a group consisting of the MSIN Data Analyst, an MSIN System Programmer, the CDE MEP administrative team, and the California EDFacts Coordinator.

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? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.

Yes

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
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. The CDE utilizes MSIX for ongoing data quality purposes to work on near-match students with other states. Subgrantees resolve near-match worklist items in MSIX. 3. The 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.

Data Quality Comments

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.	118
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.	58

<p>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.</p>
2018-19

Comments

FAQ on independent prospective re-interviews:

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of 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	Response
How were the re-interviews conducted	Both
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 SY2018-19.

Comments

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 CDE uses a continuous improvement process with subgrantees that involves the subgrantee analyzing its errors found during local and state re-interviews and using a local corrective action process to address the root cause(s) of the error. The subgrantee then provides a report on the corrective action process to the CDE. The CDE reviews these reports on a quarterly basis. The CDE subgrantee that had the discrepant Certificate of Eligibility notified the family and ceased the provision of services to the ineligible student and sibling. In this case, the family refused further interviews by the subgrantee and the cause of the error could not be determined.

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

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

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.

Populated with SEA-LEVEL FS121/DG634

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.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	.
CALIFORNIA	Kindergarten	3969
CALIFORNIA	Grade 1	3883
CALIFORNIA	Grade 2	4090
CALIFORNIA	Grade 3	3811
CALIFORNIA	Grade 4	3425
CALIFORNIA	Grade 5	3438
CALIFORNIA	Grade 6	2984
CALIFORNIA	Grade 7	2688
CALIFORNIA	Grade 8	2469
CALIFORNIA	Grade 9	2176
CALIFORNIA	Grade 10	1868
CALIFORNIA	Grade 11	1660
CALIFORNIA	Grade 12	1301
CALIFORNIA	Out of school	48
CALIFORNIA	Ungraded	.
CALIFORNIA	Total	37810

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.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Children with Disabilities (IDEA) During the Performance Period
CALIFORNIA	Age Birth through 2	.
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	31
CALIFORNIA	Kindergarten	341
CALIFORNIA	Grade 1	356
CALIFORNIA	Grade 2	435
CALIFORNIA	Grade 3	494
CALIFORNIA	Grade 4	517
CALIFORNIA	Grade 5	559
CALIFORNIA	Grade 6	591
CALIFORNIA	Grade 7	558
CALIFORNIA	Grade 8	559
CALIFORNIA	Grade 9	578
CALIFORNIA	Grade 10	473
CALIFORNIA	Grade 11	392
CALIFORNIA	Grade 12	311
CALIFORNIA	Out of school	10
CALIFORNIA	Ungraded	.
CALIFORNIA	Total	6205

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, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
CALIFORNIA	Age Birth through 2	1285
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	2164
CALIFORNIA	Kindergarten	1143
CALIFORNIA	Grade 1	959
CALIFORNIA	Grade 2	1095
CALIFORNIA	Grade 3	1093
CALIFORNIA	Grade 4	1058
CALIFORNIA	Grade 5	999
CALIFORNIA	Grade 6	1033
CALIFORNIA	Grade 7	1019
CALIFORNIA	Grade 8	1053
CALIFORNIA	Grade 9	1040
CALIFORNIA	Grade 10	932
CALIFORNIA	Grade 11	804
CALIFORNIA	Grade 12	329
CALIFORNIA	Out of school	781
CALIFORNIA	Ungraded	.
CALIFORNIA	Total	16787

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.

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
CALIFORNIA	Grade 7	9
CALIFORNIA	Grade 8	17
CALIFORNIA	Grade 9	9
CALIFORNIA	Grade 10	17
CALIFORNIA	Grade 11	14
CALIFORNIA	Grade 12	64
CALIFORNIA	Ungraded	.
CALIFORNIA	Total	130

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 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) 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 2019-20 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).

Obtained a HSED in your State During the Performance Period
24

Data Quality Comments

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.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
CALIFORNIA	Age Birth through 2	177
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	4853
CALIFORNIA	Kindergarten	3465
CALIFORNIA	Grade 1	3372
CALIFORNIA	Grade 2	3472
CALIFORNIA	Grade 3	3634
CALIFORNIA	Grade 4	3498
CALIFORNIA	Grade 5	3551
CALIFORNIA	Grade 6	3456
CALIFORNIA	Grade 7	3312
CALIFORNIA	Grade 8	3346
CALIFORNIA	Grade 9	3609
CALIFORNIA	Grade 10	3340
CALIFORNIA	Grade 11	3130
CALIFORNIA	Grade 12	2619
CALIFORNIA	Ungraded	.
CALIFORNIA	Out of school	1843
CALIFORNIA	Total	50677

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.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	7
CALIFORNIA	Kindergarten	171
CALIFORNIA	Grade 1	426
CALIFORNIA	Grade 2	502
CALIFORNIA	Grade 3	525
CALIFORNIA	Grade 4	517
CALIFORNIA	Grade 5	505
CALIFORNIA	Grade 6	526
CALIFORNIA	Grade 7	496
CALIFORNIA	Grade 8	506
CALIFORNIA	Grade 9	534
CALIFORNIA	Grade 10	212
CALIFORNIA	Grade 11	154
CALIFORNIA	Grade 12	136
CALIFORNIA	Ungraded	.
CALIFORNIA	Out of school	18
CALIFORNIA	Total	5235

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.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	.
CALIFORNIA	Kindergarten	.
CALIFORNIA	Grade 1	1
CALIFORNIA	Grade 2	.
CALIFORNIA	Grade 3	1
CALIFORNIA	Grade 4	.
CALIFORNIA	Grade 5	.
CALIFORNIA	Grade 6	1
CALIFORNIA	Grade 7	1
CALIFORNIA	Grade 8	.
CALIFORNIA	Grade 9	.
CALIFORNIA	Grade 10	.
CALIFORNIA	Grade 11	6
CALIFORNIA	Grade 12	4
CALIFORNIA	Ungraded	.
CALIFORNIA	Out of school	.
CALIFORNIA	Total	14

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.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
CALIFORNIA	Age Birth through 2	12
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	3444
CALIFORNIA	Kindergarten	2322
CALIFORNIA	Grade 1	2496
CALIFORNIA	Grade 2	2629
CALIFORNIA	Grade 3	2752
CALIFORNIA	Grade 4	2697
CALIFORNIA	Grade 5	2732
CALIFORNIA	Grade 6	2403
CALIFORNIA	Grade 7	2221
CALIFORNIA	Grade 8	2080
CALIFORNIA	Grade 9	1643
CALIFORNIA	Grade 10	1701
CALIFORNIA	Grade 11	1439
CALIFORNIA	Grade 12	1086
CALIFORNIA	Ungraded	.
CALIFORNIA	Out of school	745
CALIFORNIA	Total	32402

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.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	379	130	.
CALIFORNIA	Age Birth through 2	.	2	.
CALIFORNIA	Grade 1	1932	1477	.
CALIFORNIA	Grade 10	687	544	411
CALIFORNIA	Grade 11	390	395	438
CALIFORNIA	Grade 12	229	183	287
CALIFORNIA	Grade 2	2072	1583	.
CALIFORNIA	Grade 3	2196	1730	.
CALIFORNIA	Grade 4	2258	1711	.
CALIFORNIA	Grade 5	2237	1701	.
CALIFORNIA	Grade 6	1804	1372	.
CALIFORNIA	Grade 7	1558	1223	.
CALIFORNIA	Grade 8	1306	916	.
CALIFORNIA	Grade 9	802	536	334
CALIFORNIA	Kindergarten	1781	1322	.
CALIFORNIA	Out of school	3	11	24
CALIFORNIA	Total	19634	14836	1494
CALIFORNIA	Ungraded	.	.	.

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.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
CALIFORNIA	Age 3 through 5 (Not Kindergarten)	3402	155
CALIFORNIA	Age Birth through 2	167	24
CALIFORNIA	Grade 1	2478	281
CALIFORNIA	Grade 10	2909	1454
CALIFORNIA	Grade 11	2814	1412
CALIFORNIA	Grade 12	2322	1326
CALIFORNIA	Grade 2	2560	327
CALIFORNIA	Grade 3	2696	338
CALIFORNIA	Grade 4	2595	339
CALIFORNIA	Grade 5	2602	383
CALIFORNIA	Grade 6	2717	525
CALIFORNIA	Grade 7	2697	672
CALIFORNIA	Grade 8	2829	857
CALIFORNIA	Grade 9	3358	2166
CALIFORNIA	Kindergarten	2542	292
CALIFORNIA	Out of school	1551	39
CALIFORNIA	Total	40239	10590
CALIFORNIA	Ungraded	.	.

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 counsees, 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.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
CALIFORNIA	3623	60415

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.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

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, 2019 through June 30, 2020.
- 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:
 - o 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.
 - o 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.
 - o 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.
 - o 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.
 - o 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.
 - o 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 or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	10	160
Juvenile corrections	4	273
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	14	.

FAQ on Programs and Facilities - Subpart 1:

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

Data Quality Comments

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.

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

Data Quality Comments

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.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
CALIFORNIA	Total Long-Term Students Served	.	.	319	1342	.
CALIFORNIA	Total Unduplicated Students Served	.	.	506	1342	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
CALIFORNIA	Children with one or more disabilities (IDEA)	.	.	114	7	.
CALIFORNIA	English learner	.	.	68	0	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
CALIFORNIA	American Indian or Alaska Native	.	.	4	7	.
CALIFORNIA	Asian	.	.	7	19	.
CALIFORNIA	Black or African American	.	.	135	386	.
CALIFORNIA	Hispanic or Latino	.	.	322	789	.
CALIFORNIA	Native Hawaiian or Other Pacific	.	.	6	19	.
CALIFORNIA	Total	.	.	506	1342	.
CALIFORNIA	Two or more races	.	.	4	18	.
CALIFORNIA	White	.	.	28	104	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
CALIFORNIA	Female	.	.	21	78	.
CALIFORNIA	Male	.	.	485	1264	.
CALIFORNIA	Total	.	.	506	1342	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
CALIFORNIA	10 years old	.	.	0	0	.
CALIFORNIA	11 years old	.	.	0	0	.
CALIFORNIA	12 years old	.	.	0	0	.
CALIFORNIA	13 years old	.	.	0	0	.
CALIFORNIA	14 years old	.	.	0	0	.
CALIFORNIA	15 years old	.	.	4	0	.
CALIFORNIA	16 years old	.	.	26	0	.
CALIFORNIA	17 years old	.	.	95	0	.
CALIFORNIA	18 years old	.	.	170	24	.
CALIFORNIA	19 years old	.	.	119	234	.
CALIFORNIA	20 years old	.	.	61	510	.
CALIFORNIA	21 years old	.	.	31	574	.
CALIFORNIA	3 through 5	.	.	0	0	.
CALIFORNIA	6 years old	.	.	0	0	.
CALIFORNIA	7 years old	.	.	0	0	.
CALIFORNIA	8 years old	.	.	0	0	.
CALIFORNIA	9 years old	.	.	0	0	.
CALIFORNIA	Total	.	.	506	1342	.

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, 2019 through June 30, 2020.

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.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
CALIFORNIA	Enrolled in local district school			9	S	

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
CALIFORNIA	Earned high school course credits					431
CALIFORNIA	Enrolled in a GED program					91
CALIFORNIA	Earned a GED					31
CALIFORNIA	Enrolled in job training courses/programs					317
CALIFORNIA	Were accepted and/or enrolled into post-secondary education					101
CALIFORNIA	Obtained high school diploma					154
CALIFORNIA	Obtained employment					S

State	Outcomes	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
CALIFORNIA	Earned high school course credits	S	22	S		
CALIFORNIA	Enrolled in a GED program	S	216	S		
CALIFORNIA	Earned a GED	S	26	S		
CALIFORNIA	Enrolled in job training courses/programs	S	173	S		
CALIFORNIA	Were accepted and/or enrolled into post-secondary education	S	70	S		
CALIFORNIA	Obtained high school diploma	S	13	S		
CALIFORNIA	Obtained employment	S	S	S		

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, 2019, 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.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
CALIFORNIA	Up to one full grade			22	17	
CALIFORNIA	Negative change			65	3	
CALIFORNIA	No Change			94	20	
CALIFORNIA	More than one full grade			120	13	
CALIFORNIA	Total			301	53	

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, 2019, 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.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
CALIFORNIA	Up to one full grade			22	17	
CALIFORNIA	Negative change			65	3	
CALIFORNIA	No Change			94	20	
CALIFORNIA	More than one full grade			120	13	
CALIFORNIA	Total			301	53	

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.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	66	122
Juvenile corrections	9	64
Juvenile detention	56	58
Neglected programs	8	71
Other programs	0	0
Total	139	.

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.

Data Quality Comments

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.

LEA Program or Facility Type	# Reporting Data
At-risk programs	66
Juvenile corrections	9
Juvenile detention	56
Neglected programs	8
Other programs	0
Total	139

Data Quality Comments

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.

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
CALIFORNIA	Total Long-Term Students Served	7491	249	1967	514	.
CALIFORNIA	Total Unduplicated Students Served	14395	758	17681	1525	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
CALIFORNIA	Children with one or more disabilities (IDEA)	1945	205	5103	594	.
CALIFORNIA	English learner	3098	111	3288	249	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
CALIFORNIA	American Indian or Alaska Native	233	14	446	22	.
CALIFORNIA	Asian	369	12	293	9	.
CALIFORNIA	Black or African American	1614	187	4336	536	.
CALIFORNIA	Hispanic or Latino	9325	373	9670	828	.
CALIFORNIA	Native Hawaiian or Other Pacific	99	2	123	5	.
CALIFORNIA	Total	14395	758	17681	1525	.
CALIFORNIA	Two or more races	529	13	423	19	.
CALIFORNIA	White	2226	157	2390	106	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
CALIFORNIA	Female	5032	401	3471	289	.
CALIFORNIA	Male	9358	357	14208	1236	.
CALIFORNIA	Total	14390	758	17679	1525	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
CALIFORNIA	10 years old	31	31	3	.	.
CALIFORNIA	11 years old	58	32	2	.	.
CALIFORNIA	12 years old	167	28	52	1	.
CALIFORNIA	13 years old	542	64	384	4	.
CALIFORNIA	14 years old	1217	79	1294	42	.
CALIFORNIA	15 years old	1945	118	2542	151	.
CALIFORNIA	16 years old	2783	131	4037	332	.
CALIFORNIA	17 years old	3547	114	5091	465	.
CALIFORNIA	18 years old	2802	46	3619	447	.
CALIFORNIA	19 years old	862	6	571	82	.
CALIFORNIA	20 years old	238	1	71	1	.
CALIFORNIA	21 years old	51	2	14	.	.
CALIFORNIA	3 through 5	33	3	.	.	.
CALIFORNIA	6 years old	22	18	.	.	.
CALIFORNIA	7 years old	32	29	.	.	.
CALIFORNIA	8 years old	35	30	1	.	.
CALIFORNIA	9 years old	30	26	.	.	.
CALIFORNIA	Total	14395	758	17681	1525	.

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, 2019 through June 30, 2020.

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 vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
CALIFORNIA	Enrolled in local district school	4346	21	5748	513	

State	Outcomes	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
CALIFORNIA	Enrolled in a GED program	15	15	S	S	162
CALIFORNIA	Earned high school course credits	10756	4137	443	24	11153
CALIFORNIA	Earned a GED	3	S	S	S	56
CALIFORNIA	Were accepted and/or enrolled into post-secondary education	467	333	14	4	340
CALIFORNIA	Obtained high school diploma	1510	285	45	3	680
CALIFORNIA	Enrolled in job training courses/programs	1048	592	62	S	1415
CALIFORNIA	Obtained employment	972	559	28	S	87

State	Outcomes	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
CALIFORNIA	Enrolled in a GED program	10	S	S		
CALIFORNIA	Earned high school course credits	5642	1164	384		
CALIFORNIA	Earned a GED	6	S	S		
CALIFORNIA	Were accepted and/or enrolled into post-secondary education	113	145	5		
CALIFORNIA	Obtained high school diploma	866	122	7		
CALIFORNIA	Enrolled in job training courses/programs	311	236	S		
CALIFORNIA	Obtained employment	204	151	S		

2.5.3.5 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.

2.5.3.5.1 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, 2019, 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.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
CALIFORNIA	More than one full grade	551	3	310	43	
CALIFORNIA	No change	692	11	324	67	
CALIFORNIA	Up to one full grade	561	16	228	76	
CALIFORNIA	Negative change	813	19	298	36	
CALIFORNIA	Total	2617	49	1160	222	

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, 2019, through June 30, 2020.

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.

2.5.3.5.2 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, 2019, 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.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
CALIFORNIA	More than one full grade	458	8	239	35	
CALIFORNIA	No change	639	13	309	64	
CALIFORNIA	Negative change	723	16	284	43	
CALIFORNIA	Up to one full grade	538	17	260	75	
CALIFORNIA	Total	2358	54	1092	217	

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.

Content Area	Amount of Funds Spent
Well-Rounded	\$18,050,163
Safe and Healthy Students	\$14,319,003
Effective Use of Technology	\$11,808,050

Data Quality Comments

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).

Content Area	Number of LEAs Spending Funds
Well-Rounded	658
Safe and Healthy Students	494
Effective Use of Technology	650
Any Content Area	1067

Data Quality Comments

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.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
Yes

Data Quality Comments

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.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
479

Data Quality Comments

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.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	15
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	443
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	1
Rural Education Initiative (Title V, Part B)	.	21
Student Support and Enrichment Grants (Title IV, Part A)	434	17
Supporting Effective Instruction (Title II, Part A)	113	58

Data Quality Comments

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$364,895
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$11,211,607
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$110,152
Rural Education Initiative (Title V, Part B)	.	\$442,754
Student Support and Enrichment Grants (Title IV, Part A)	\$21,356,520	\$1,898,771
Supporting Effective Instruction (Title II, Part A)	\$3,657,519	\$10,985,860

Data Quality Comments

*Variance in dollar amounts from prior year (SY 2018-19), were largely a result of the Federal Funding Flexibility Waiver awarded to CDE in April 2020 for FY2019 due to the Coronavirus Pandemic.

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 SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	70
Activities authorized under Part A of Title II	44
Activities authorized under Title III	19
Activities authorized under Part A of Title IV	51
Parental involvement activities	16

Data Quality Comments

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 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 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 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?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

Data Quality Comments

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.

Data published outside of report

Data Quality Comments
Excel document emailed on 2/8/2021

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

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
CALIFORNIA	156	46.7