

CONSOLIDATED STATE PERFORMANCE REPORT:

Parts I and II

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001

For reporting on
School Year 2006-07

CALIFORNIA



PART I DUE FRIDAY, DECEMBER 28, 2007
PART II DUE FRIDAY, FEBRUARY 22, 2008

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following ESEA programs:

- Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3 – William F. Goodling Even Start Family Literacy Programs
- Title I, Part C – Education of Migratory Children
- Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title I, Part F – Comprehensive School Reform
- Title II, Part A – Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)
- Title II, Part D – Enhancing Education through Technology
- Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A, Subpart 1 – Safe and Drug-Free Schools and Communities State Grants
- Title IV, Part A, Subpart 2 – Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)
- Title IV, Part B – 21st Century Community Learning Centers.
- Title V, Part A – Innovative Programs
- Title VI, Section 6111 – Grants for State Assessments and Related Activities
- Title VI, Part B – Rural Education Achievement Program
- Title X, Part C – Education for Homeless Children and Youths

The NCLB Consolidated State Performance Report (CSPR) for school year (SY) 2006-07 consists of two information collections.

PART I

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

Performance Goal 1: By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By SY 2005-06, all students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

Starting with SY 2005-06, collection of data for the Education of Homeless Children and Youths was added to Part I in order to provide timely data for the program's performance measures. This change allowed ED to retire OMB collection 1810-0650. For SY 2006-07, Migrant Education Program child count information that is used for funding purposes is now collected via Part I. This change allowed ED to retire OMB collection 1810-0519

PART II

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

- 1 The information is needed for Department program performance plans or for other program needs.
- 2 The information is not available from another source, including program evaluations.
- 3 The information will provide valid evidence of program outcomes or results.
- 4 The CSPR is the best vehicle for collection of the data.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2006-07 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by Friday, December 28, 2007. Part II of the Report is due to the Department by Friday, February 22, 2008. Both Part I and Part II should reflect data from the SY 2006-07, unless otherwise noted.

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

TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2006-07 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2006-07 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

OMB Number: 1810-0614 Expiration Date:
10/31/2010

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the

No Child Left Behind Act of 2001

Check the one that indicates the report you are submitting: Part I, 2006-07 X Part II, 2006-07

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

California Department of Education

Address:

1430 N Street

Sacramento, CA 95814 Person to contact about this report:

Name: Debbie Rury

Telephone: 916-319-0651

Fax: 916-319-0100

e-mail: drury@cde.ca.gov

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

Gavin Payne

Wednesday, April 16, 2008, 6:19:06 PM

Signature Date

**CONSOLIDATED STATE PERFORMANCE REPORT:
PART II**

For reporting on
School Year 2006-07



PART II DUE FEBRUARY 22, 2008

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

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

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

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

2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)

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

Grade	# Students Who Completed the Assessment & a Performance Level Reported	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	219724	112517	51.2
4	219701	109794	50.0
5	224272	91434	40.8
6	203885	65585	32.2
7	182770	58126	31.8
8	179061	42441	23.7
High School	122143	48640	39.8
Total	1351556	528537	39.1
Comments:			

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X075 that is data group 583. In addition, the SEA submits the data in file N/X101 that includes data group 22.

Note: New data collection for the SY 2006-07 CSPR.

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

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

Grade	# Students Who Completed the Assessment & a Performance Level Reported	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	219164	59505	27.2
4	219063	88747	40.5
5	223583	76058	34.0
6	203514	63827	31.4
7	182632	64624	35.4
8	181012	56166	31.0
High School	121448	44234	36.4
Total	1350416	453161	33.6
Comments:			

Source – The table above is produced through ED Facts. The SEA submits the data in files N/X076, N/X077, or N/X078 that are data group 584. In addition, the SEA submits the data in file N/X101 that includes data group 22.

Note: New data collection for the SY 2006-07 CSPR.

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

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

Grade	# Students Who Completed the Assessment & a Performance Level Reported	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	81065	49373	60.9
4	81971	49049	59.8
5	85119	43964	51.7
6	83576	37559	44.9
7	88102	39074	44.4
8	86239	32250	37.4
High School	80420	39695	49.4
Total	586492	290964	49.6
Comments:			

Source – The table above is produced through EDFacts. The SEA submits the data in file N/X075 that is data group 583. In addition, the SEA submits the data in file N/X101 that includes data group 22.

Note: New data collection for the SY 2006-07 CSPR.

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

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

Grade	# Students Who Completed the Assessment & a Performance Level Reported	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	80800	32841	40.6
4	81656	45638	55.9
5	84901	41511	48.9
6	83284	39049	46.9
7	88016	44931	51.0
8	87271	40842	46.8
High School	80076	38498	48.1
Total	586004	283310	48.3
Comments:			

Source – The table above is produced through EDFacts. The SEA submits the data in files N/X076, N/X077, or N/X078 that are data group 584. In addition, the SEA submits the data in file N/X101 that includes data group 22.

Note: New data collection for the SY 2006-07 CSPR.

2.1.2 Title I, Part A Student Participation

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

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

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

	# Students Served
Children with disabilities (IDEA)	339809
Limited English proficient students	1232795
Students who are homeless	112038
Migratory students	127148
Comments:	

Source – Initially, pre-populated by EDFacts file N/X037 that is data group 538, category sets C-F. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly section 2.1.3.1.1 of the SY 2005-06 CSPR.

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

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

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

Race/Ethnicity	# Students Served
American Indian or Alaska Native	26806
Asian or Pacific Islander	254556
Black, non-Hispanic	314371
Hispanic	2166657
White, non-Hispanic	487764
Total	3250154
Comments:	

Source – The table above is produced through EDFacts. The SEA submits the data in file N/X037, that is data group ID 548, category set B.

Note: This table was formerly section 2.1.3.1.2 of the SY 2005-06 CSPR. The total row is new for the SY 2006-07 CSPR.

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

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

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2					
Age 3-5 (not Kindergarten)	237	5532	34	198	6001
K	26149	252799	1369	550	280867
1	31710	264698	1693	884	298985
2	33668	254202	1904	793	290567
3	35745	252292	1855	862	290754
4	37970	251396	1689	857	291912
5	35944	252088	1563	877	290472
6	35653	228988	1372	1250	267263
7	39362	210222	1066	1554	252204
8	39370	207979	847	2689	250885
9	48288	182905	611	2795	234599
10	44857	157893	222	2714	205686
11	39495	134907	194	2274	176870
12	33578	113904	99	1531	149112
Ungraded	4138	35260	0	136	39534
TOTALS	486164	2805065	14518	19964	3325711
Comments: We do not collect data for Age 0-2.					

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X037, that is data group ID 548, category set A.

Note: This table was formerly section 2.1.3.2 of the SY 2005-06 CSPR. The percent of total column has been deleted for the SY 2006-07 CSPR.

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

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

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

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

	# Students Served
Mathematics	277497
Reading/language arts	357431
Science	130044
Social studies	134200
Vocational/career	43332
Other instructional services	41244
Comments: Decreases due to a redirection of services within Los Angeles Unified School District.	

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X036 that is data group ID 549, category set A.

Note: This table was formerly part of section 2.1.3.3 of the SY 2005-06 CSPR.

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

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

	# Students Served
Health, dental, and eye care	28215
Supporting guidance/advocacy	62137
Other support services	47902
Comments: Decreases due to a redirection of services within Los Angeles Unified School District.	

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X036 that is data group ID 549, category set B.

Note: This table was formerly part of section 2.1.3.3 of the SY 2005-06 CSPR.

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

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

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB) of 2002.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	1823.6	
Paraprofessionals ¹	1690.5	96.1
Other paraprofessionals (translators, parental involvement, computer assistance) ²	318.1	
Clerical support staff	765.9	
Administrators (non-clerical)	195.8	
Comments:		

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.1.4 of the SY 2005-06 CSPR. The following changes have been made to this table for the SY 2006-07 CSPR: Instructional Paraprofessionals has been relabeled to paraprofessionals, Non-instructional paraprofessionals has been relabeled to other paraprofessionals(translators, parental involvement, computer assistance), Support staff (clerical and non-clerical) has been relabeled to Clerical support staff, Other (specify) has been deleted, and percentage qualified has been added.

FAQs on staff information

- a. *What is a "paraprofessional?" An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:*
 - (1) Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
 - (2) Providing assistance with classroom management, such as organizing instructional and other materials;
 - (3) Providing assistance in a computer laboratory;
 - (4) Conducting parental involvement activities;
 - (5) Providing support in a library or media center;
 - (6) Acting as a translator; or
 - (7) Providing instructional services to students.

- b. *What is an "other paraprofessional?" Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.*

- c. *Who is a qualified paraprofessional? A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>.*
 - 1 Consistent with ESEA as amended by NCLB, Title I, Section 1119(g)(2).
 - 2 Consistent with ESEA as amended by NCLB, Title I, Section 1119(e).

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs (formerly 1.5.4.)

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

	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals3		
Comments: We do not collect FTE data for Schoolwide Programs		

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly section 1.5.4 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the paraprofessional FTE count has been added to this data collection.

3 Consistent with ESEA as amended by NCLB, Title I, Section 1119(g)(2).

2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)

2.2.1 Subgrants and Even Start Program Participants

For the reporting program year July 1, 2006 to June 30, 2007, please provide the following information:

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	81
Comments:	

Source – Manual entry by SEA into the online collection tool

2.2.1.2 Even Start Families Participating During the Year

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all required core services.
2. "Adults" include teen parents. The number of participating children will be calculated automatically.

	# Participants
1. Families participating	3112
2. Adults participating	3126
3. Adults participating who are limited English proficient (LEP)	2892
4. Participating children	4029
a. Infants and toddlers (birth through 2 years)	1224
b. Preschool age (age 3 through 5)	1630
c. School age (age 6 through 8)	1175
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: The participating children subcategories have been added to this data collection for the SY 2006-07 CSPR.

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of families at the time of enrollment for each of the groups listed below. The term "newly enrolled family" means a family who enrolls for the first time in the Even Start project at any time during the year.

	#
1. Number of newly enrolled families	1522
2. Number of newly enrolled adult participants	1535
3. Number of newly enrolled families at or below the federal poverty level	1189
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	1322
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade	777
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: For the SY 2006-07 CSPR, three new rows have been added: the number of newly enrolled families at or below the federal poverty level, the number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment, and the number of newly enrolled adult participants who have not gone beyond the 9th grade data collections have been changed from percent to number.

2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families still participating, count the time between the family's start date and the end of the reporting year (June 30, 2007). Report each family only once in lines 1-4. The total number of families participating will be automatically calculated.

Time in Program	# Families
1. Number of families participating 3 months or less	221
2. Number of families participating more than 3 months and fewer than 6 months	412
3. Number of families participating more than 6 months and fewer than 12 months	1047
4. Number of families participating 12 months or longer	1432
5. Total families participating	3112
Comments: Data reported for numbers 1-4 reflect families that have remained in the program 0-3 months, 4-6 months, 7-12 months and >12 months, respectively. This was the required CSPR reporting criteria for 2005-06, and thus, that is how California collected 2006-07 family retention data from local projects.	

Source – Manual entry by SEA into the online collection tool.

Note: The additional calculation of total families participating is new for the SY 2006-07 CSPR. This data collection has been changed from collecting percent of families to collecting number of families for the SY 2006-07 CSPR.

2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators.

Describe your State's progress in meeting the federal performance indicators listed for Even Start participants. States should always provide an explanation if they are using measures that differ from what is specified.

California Progress in Meeting State and Federal Performance Indicators:

2.2.2.1: 84.4% of the 45 adults enrolled in adult basic education achieved significant posttest gains on the CASAS reading test. California participants exceeded the state performance indicator target (60%) and federal performance indicator target (72.1%).

2.2.2.2: 82.2% of the 2,214 Limited English Proficient (LEP) adults enrolled in English as a Second Language (ESL) achieved significant posttest gains on the CASAS reading test. California participants exceeded the state performance indicator target (60%) and federal performance indicator target (72.1%).

2.2.2.3: 89.2% of 37 school-age adults and 100% of 11 non-school-age adults earned a high school diploma. California school-age and non-school-age participants exceeded the state performance indicator target (60%) and federal performance indicator target (60.8%).

62.5% of 32 non-school-age adults earned an English GED and 100% of 4 non-school-age adults earned a Spanish GED. California participants exceeded the state performance indicator target (60%) and federal performance indicator target (45.3%).

2.2.2.4: 78.5% of 627 children who will enter kindergarten in 2007-08 achieved a significant gain of 4 standard score points on the posttest PPVT-III. 58.9% (369) of the 627 children scored a posttest standard score of 85 or higher. California participants exceeded the state performance indicator target (50%) but did not meet the federal performance indicator target (84.6%).

Of the 627 children with matched pretest/posttest scores, 597 (95%) were identified as English Learners (EL) and 30 spoke English as their primary language. Nearly 80% of the EL children (compared to 60% of the English speakers) achieved the minimum 4 standard score posttest gain. EL children gained an average of 13 standard score points by posttest. Of the 103 children not able to be tested at pretest due to limited English proficiency, 79% gained sufficient English skills to be tested after 6 months of instruction.

2.2.2.5: The average number of upper case letters identified by 732 children who will enter kindergarten in 2007-08 was 17. California participants exceeded the state performance indicator target of 15 letters.

2.2.2.6: 70.4% of 446 kindergarten and 66.9% of 336 1st grade children were reading at grade level based on analyses of end-of-year report cards. 39.8% of 221 2nd grade and 41.3% of 172 3rd grade students achieved "Proficient" or higher on the California Standards Test (CST) of English/Language Arts.

70.2% of 446 kindergarten and 69.6% of 336 1st grade children met their grade level content standards in math based on analyses of end-of-year progress report cards. 49.8% of 221 2nd grade and 53.5.3% of 172 3rd grade students achieved scores of "proficient" or higher on the CST in math.

Comparisons of CST English language arts and math data reveal that Even Start 2nd and 3rd grade students performed at a higher level (classified as "proficient") as compared to all students statewide and outperformed their EL and economically disadvantaged peers in both areas.

Comparisons of CST reading achievement data indicate that Even Start students performed at higher levels ("reading proficient") than their relevant peer subgroups statewide.

Even Start Comparisons to Statewide Averages (% Reading on Grade Level):

Grade 2: Even Start(40%) EL(30%) Econ. Disadvan.(35%) All Students(48%)

Grade 3: Even Start(41%) EL(15%) Econ. Disadvan.(23%) All Students(37%) Attendance data were provided for 93.4% of

1175 K-2 students. Almost all K-2 students with attendance data (97.4%) attended school for 90% or more of their possible school days. California participants exceeded the state performance indicator which states that 85% of students would attend 90% of possible

school days.

2.2.2.7 California trained projects and field-tested Parent Education Profile (PEP) Scales I and II during 2006-07. The performance indicator piloted during 2006-07 was designed to collect data based on participant mastery of parenting behaviors. The majority of parents achieved the indicator at pretest, and approximately 80% of the parents who did not achieve the indicator at pretest showed growth and achieved the indicator by posttest.

The California PEP performance indicator for 2007-08 has been revised to document participant growth from pretest to posttest.

Note: This is a new data collection for the SY 2006-07 CSPR.

2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. To be counted under "pre-and post-test", an individual must have completed both the pre-and post-tests. Do not include LEP adults.

The definition of "significant learning gains" for adult education is determined by your State's adult education program in conjunction with the Department of Education's Office of Vocational and Adult Education (OVAE).

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

	# Pre-and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE			
CASAS	45	38	84.4% of adults showed significant learning gains in reading. Significant gains are defined as a 5-point scaled score posttest gain for beginning level students and a 3-point posttest gain for intermediate level students. (California Department of Education, Adult Education Office)
Other			
Comments:			

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number of adults pre-and post-tested has been added, but the number participating (cohort) has been deleted. This data collection requests the number of adults who showed significant gains. This is different from the SY 2005-06 CSPR, which requested the percentage of adults who showed significant gains.

2.2.2.2 LEP Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of LEP adults who showed significant learning gains on measures of reading.

	# Pre-and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE			
CASAS	2214	1820	82.2% of LEP adults showed significant learning gains in reading. Significant gains are defined as a 5-point scaled score posttest gain for beginning level students and a 3-point posttest gain for intermediate level students (California Department of Education, Adult Education Office)
Other			
Comments:			

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number of adults pre-and post-tested has been added, but the number participating (cohort) has been deleted. This data collection requests the number of adults who showed significant gains. This is different from the SY 2005-06 CSPR, which requested the percentage of adults who showed significant gains.

2.2.2.3 Adults Earning a High School Diploma or GED

In the table below, provide the number of school-age adults who earned a high school diploma or GED.

The following terms apply:

- "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
- "Non-school-age" adults are any adults who do not meet the definition of "school-age."
- "Cohort" includes only those adult participants who had a realistic goal of earning a high school diploma or GED.

Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

School-Age Adults	# In Cohort	# Who Met Goal	Explanation (if applicable)
Diploma	37	33	89.2% of eligible school-age adults received a high school diploma. Eligible participants include teen parents who attended high school classes for a minimum of 3 years (n=12) and those who received a diploma in less than 3 years (n=25). An additional 114 school-age adults made progress toward their goal of a diploma by earning high school course credits.
GED			
Other			
Comments:			

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of school age adults earning a diploma or GED, which is a change from the SY 2005-06 CSPR where it requested the percentage.

Non-School-Age Adults	# In Cohort	# Who Met Goal	Explanation (if applicable)
Diploma	11	11	100% of eligible non-school-age adults received a high school diploma. Eligible participants include adults who attended high school classes for a minimum of 3 years (n=2) and those who received a diploma in less than 3 years (n=9). An additional 9 adults made progress toward their goal of a diploma by earning high school course credits.
GED	32	20	62.5% of eligible non-school-age adults obtained a GED certificate. Eligible participants include adults who attended GED preparation classes for a minimum of 2 years (n=22) and adults who obtained their GED in less than two years (n=10).
Other	N<11	N<11	Four adults were co-enrolled in ESL and Spanish GED classes. The reading gains for these adults were reported in 2.2.2.2. These four adults also earned a Spanish GED during the 2006-07 year.
Comments:			

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of non-school age adults earning a diploma or GED, which is a change from the SY 2005-06 CSPR where it requested the percentage. For the SY 2006-07 CSPR, the collection of diploma or GED data has been split into two rows, which is a change from the SY 2005-06 CSPR where it was collected together.

2.2.2.4 Children Entering Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply to 2.2.2.4 through 2.2.2.7:

1. A "significant learning gain" is considered to be a standard score increase of 4 or more points with a minimum 6 months between pre-and post-test.
2. "Age-Eligible" includes the total number of children who are expected to enter kindergarten in the school year following the reporting year.
3. "Tested" includes the number of age-eligible children who took both a pre-and post-test with at least 6 months of services in between.
4. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.

	# Age-Eligible	#Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	828	627	492	103	78.5% of eligible children achieved a minimum 4-point standard score posttest gain. Eligible participants include all children with valid pretest/posttest scores who completed a minimum of 6 months of instruction and children who achieved a 4-point gain with less than 6 months of instruction. 103 children (12.4% of total group) were Not Able to be Tested (NATT) at pretest due to limited English language proficiency. By posttesting, 81 children (79% of NATT at pretest) gained sufficient English skills to be tested on the PPVT-III.
Comments:					

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number age eligible, the number tested and the number exempted have been added, but the number participating (cohort) has been deleted. This data collection is requesting the number of children entering kindergarten who are achieving significant learning gains, which is a change from the SY 2005-06 CSPR where it requested the percentage.

2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask

In the table below, provide the average number of letters children can identify as measured by the PALS Pre-K Upper Case Letter Naming Subtask.

The term "average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a weighted average and rounded to one decimal.

	# Age-Eligible	# Tested	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	828	732	17.0	California does not calculate PALS results as weighted averages. Our result is based on an analysis of 732 individual student scores. Eligible children included in this analysis completed at least 6 months of instruction prior to testing.
Comments:				

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number age eligible, the number tested and the average number of letters (weighted average) have been added, but the number participating (cohort) has been deleted. This data collection is requesting the average number of letters children can identify, which is a change from the SY 2005-06 CSPR where it requested the percentage.

2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on grade level. The source of these data is usually determined by the State and, in some cases, by school district. Please indicate the source(s) of the data in the "Explanation" field.

Grade	# In Cohort	# Who Met Goal	Explanation (include source of data)
K	446	314	70.4% of all kindergarten students enrolled during the 2006-07 year were rated as "reading at grade level." Data Source: Students' end-of-year progress report cards. Teacher ratings of "Competent" indicate that the student has met the California reading content standards for kindergarten.
1	336	225	67% of all first grade students enrolled during the 2006-07 year were rated as "reading at grade level." Data Source: Students' end-of-year progress report cards. Teacher ratings of "Competent" indicate that the student has met the California reading content standards for grade one.
2	221	88	39.8% of all second grade students enrolled during the 2006-07 year were rated as "Proficient" or "Advanced" in English Language Arts. Data Source: The California Standards Test (CST), a criterion-referenced achievement test in English Language Arts is administered annually to students in grades 2+. The CST is correlated to the California reading content standards for each grade level. Students who achieve scores of "Proficient" or "Advanced" are meeting the reading content standards for their grade level.
3	172	71	41.3% of all third grade students enrolled during the 2006-07 year were rated as "Proficient" or "Advanced" in English Language Arts. Data Source: The California Standards Test (CST), a criterion-referenced achievement test in English Language Arts is administered annually to students in grades 2+. The CST is correlated to the California reading content standards for each grade level. Students who achieve scores of "Proficient" or "Advanced" are meeting the reading content standards for their grade level.
Comments:			

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of school-age children reading on grade level, which is a change from the SY 2005-06 CSPR where it requested the percentage. The breakdown of grades K through 3rd is new for the SY 2006-07 CSPR.

2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities

In the table below, provide the number of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the "Other" field, with appropriate information in the Explanation field.

	# In Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I			California field-tested a performance indicator and collected data focusing on participant mastery of parenting behaviors. Almost two-thirds (1,583) of cohort parents achieved the indicator at pretest; 888 did not. 704 (79%) of the 888 demonstrated growth and achieved the indicator by posttest. The California PEP performance indicator for 2007-08 has been revised to document participant
	2471	704	growth from pretest to posttest.
PEP Scale II	2471	852	1,453 cohort parents achieved the indicator at pretest; 1,018 did not. 852 (84%) of the 1,018 demonstrated growth and achieved the indicator by posttest.
PEP Scale III			
PEP Scale IV			
Other			
Comments: California field-tested PEP Scales I and II during 2006-2007. Scales III and IV were not field tested.			

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of parents who show improvement on measures of parental support, which is a change from the SY 2005-06 CSPR where it requested the percentage. The breakdown of PEP scales is new for the SY 2006-07 CSPR.

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

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2006 through August 31, 2007. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data – migrant children served during either the regular school year, summer/intersession term, or program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

FAQs at 1.10 contain definitions of out-of-school and ungraded that are used in this section.

2.3.1 Population Data

The following questions collect data on eligible migrant children.

2.3.1.1 Eligible Migrant Children

In the table below, provide the unduplicated number of eligible migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	9722
Age 3 through 5 (not Kindergarten)	23388
K	11016
1	8996
2	14899
3	14335
4	14332
5	14555
6	14283
7	14531
8	14647
9	13149
10	13693
11	13180
12	15789
Ungraded	627
Out-of-school	39487
Total	250629
Comments:	

Source – All rows except for "age birth through 2" are populated with the data provided in Part I, Section 1.10, Question 1.10.1 Initially, the row "age birth through 2" is pre-populated by ED Facts file N/X121 that is data group 634, subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

2.3.1.2 Priority for Services

In the table below, provide the unduplicated number of eligible migrant children who have been classified as having "Priority for Services." The total is calculated automatically. Below the table is a FAQ about the data collected in this table.

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	0
K	0
1	N<11
2	136
3	1222
4	1318
5	1256
6	1347
7	1405
8	1229
9	1172
10	1265
11	1097
12	1092
Ungraded	43
Out-of-school	108
Total	12694
Comments:	

Source – Initially, pre-populated by EDFacts file N/X121 that is data group 634, category set B. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.1 of the SY 2005-06 CSPR.

FAQ on priority for services:

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

2.3.1.3 Limited English Proficient

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

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	0
K	4971
1	8138
2	11768
3	10945
4	10323
5	8698
6	7475
7	7234
8	6502
9	5896
10	5597
11	4889
12	2469
Ungraded	0
Out-of-school	0
Total	94905
Comments:	

Source – Initially, pre-populated by EDFacts file N/X121 that is data group 634, category set C. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.1 of the SY 2005-06 CSPR.

2.3.1.4 Children with Disabilities (IDEA)

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

Age/Grade	Children with Disabilities (IDEA)
Age birth through 2	25
Age 3 through 5 (not Kindergarten)	157
K	160
1	284
2	364
3	423
4	488
5	603
6	591
7	630
8	631
9	716
10	795
11	864
12	1011
Ungraded	N<11
Out-of-school	56
Total	7800
Comments:	

Source – Initially, pre-populated by EDFacts file N/X121 that is data group 634, category set D. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.1 of the SY 2005-06 CSPR.

2.3.1.5 Last Qualifying Move

In the table below, provide the unduplicated number of eligible migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31. The totals are calculated automatically.

Age/Grade	Last Qualifying Move Is within X months from the last day of the reporting period			
	12 Months	Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2	5054	3700	968	0
Age 3 through 5 (not Kindergarten)	5562	7860	5664	4302
K	3058	3859	2767	1332
1	1760	2489	1812	2935
2	2893	4442	4024	3540
3	2864	4435	3731	3305
4	2834	4393	3745	3360
5	2843	4426	3875	3411
6	2744	4480	3682	3377
7	2890	4486	3789	3366
8	2803	4604	3918	3322
9	2853	4067	3319	2910
10	2602	4540	3533	3018
11	2328	4062	3779	3011
12	2366	5402	4798	3223
Ungraded	74	164	195	194
Out-of-school	12525	12755	8065	6142
Total	58053	80164	61664	50748
Comments:				

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.1 of the SY 2005-06 CSPR. New for this data collection for the SY 200607 CSPR is the column requesting data on students whose qualifying move occurred in the previous 37-48 months and the date of August 31 as the last day of the reporting period.

2.3.1.6 Qualifying Move During Regular School Year

In the table below, provide the unduplicated number of eligible migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31. The total is calculated automatically.

Age/Grade	Move During Regular School Year
Age birth through 2	6307
Age 3 through 5 (not Kindergarten)	13838
K	6681
1	4440
2	8060
3	7820
4	7700
5	7936
6	7702
7	8063
8	8090
9	7104
10	7507
11	7191
12	8997
Ungraded	327
Out-of-school	24027
Total	141790
Comments: There doesn't seem to be a valid data element for validation with the previous year's data.	

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.1 of the SY 2005-06 CSPR. New for this data collection for the SY 200607 CSPR is the date of August 31 as the last day of the reporting period.

2.3.2 Academic Status

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

2.3.2.1 Dropouts

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

Grade	Dropped Out
7	N<11
8	N<11
9	118
10	138
11	204
12	1042
Ungraded	0
Total	1506

Comments: These are the unadjusted, uncertified counts of dropouts from the Statewide Student Identifiers. The numbers don't include reenrolled dropouts or lost transfers.

Source – Initially, pre-populated by EDFacts file N/X032 that is data group 326, category set E. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.2 of the SY 2005-06 CSPR.

FAQ on Dropouts:

How is "dropped out of school" defined? The term used for students, who, during the reporting period, were enrolled in a public or private school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2006-07 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

2.3.2.2 GED

In the table below, provide the total unduplicated number of eligible migrant students who obtained a General Education Development (GED) Certificate in your state.

Obtained a GED in your state	89
Comments: Several Migrant Regional Offices provided special programs to dropouts and Out of School Youths to obtain their GED.	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.2 of the SY 2005-06 CSPR.

2.3.2.3 Participation in State NCLB Assessments

The following questions collect data about the participation of eligible migrant students in State NCLB Assessments.

2.3.2.3.1 Reading/Language Arts Participation

In the table below, provide the unduplicated number of eligible migrant students enrolled in school during the State testing window and tested by the State NCLB reading/language arts assessment by grade level. The totals are calculated automatically.

Grade	Enrolled	Tested
3	11388	9801
4	11371	10036
5	11201	9964
6	11231	9878
7	11286	10004
8	10890	9688
9	10635	8864
10	10691	8792
11	9338	8137
12	0	0
Ungraded	0	0
Total	98031	85164

Comments: The differences between the ED Facts data and the CSPR are due to the following factors: 1. The CSPR "Enrolled" counts represent the number of eligible migrant students that were reported by the migrant regional offices as enrolled at the beginning of the testing period and no withdrawal showing during the testing period. The source of this data is the Migrant student information Network (MSIN), the statewide migrant data system. 2. The CSPR "Tested" data represents the number of eligible migrant students in the MSIN that were positively matched to the Migrant Students reported as tested by 2006-07 STAR using the Statewide Student Identifier. The matched count of students is more accurate due to the misidentification of migrant students that sometimes occurs when LEA staffs are not knowledgeable about MEP eligibility requirements (non-migrant students are flagged as migrant, eligible migrant students are not flagged as migrant, students that are no longer migrant are till flagged as migrant). The sources of this data are the MSIN and the 2006-07 STAR. 3. The EDEN Enrolled student counts were calculated from a different data source. The EDEN Tested counts of students were not matched to the eligible migrant student IDs.

Source – Initially, pre-populated by ED Facts file N/X081 that includes data group 589, category set F. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.2 of the SY 2005-06 CSPR.

2.3.2.3.2 Mathematics Participation

This section is similar to 2.3.3.1. The only difference is that this section collects data on migrant students and the State's NCLB mathematics assessment.

Grade	Enrolled	Tested
3	11388	9801
4	11371	10026
5	11201	9966
6	11231	9875
7	11286	9990
8	10890	9560
9	10635	8689
10	10691	7462
11	9338	6761
12	0	0
Ungraded	0	0
Total	98031	82130

Comments: The differences between the ED Facts data and the C SPR are due to the following factors: 1. The C SPR "Enrolled" counts represent the number of eligible migrant students that were reported by the migrant regional offices as enrolled at the beginning of the testing period and no withdrawal showing during the testing period. The source of this data is the Migrant student information Network (MSIN), the statewide migrant data system. 2. The C SPR "Tested" data represents the number of eligible migrant students in the MSIN that were positively matched to the Migrant Students reported as tested by 2006-07 STAR using the Statewide Student Identifier. The matched count of students is more accurate due to the misidentification of migrant students that sometimes occurs when LEA staffs are not knowledgeable about MEP eligibility requirements (non-migrant students are flagged as migrant, eligible migrant students are not flagged as migrant, students that are no longer migrant are till flagged as migrant). The sources of this data are the MSIN and the 2006-07 STAR. 3. The EDEN Enrolled student counts were calculated from a different data source. The EDEN Tested counts of students were not matched to the eligible migrant student IDs.

Source – Same as 2.3.3.1. Note: This table was formerly part of section 2.3.1.2 of the SY 2005-06 C SPR.

2.3.3 MEP Participation Data

The following questions collect data about the participation of migrant students served during the regular school year, summer/intersession term, or program year.

Unless otherwise indicated, participating migrant children include:

- Children who received instructional or support services funded in whole or in part with MEP funds.
- Children who received a MEP-funded service, even those children who continued to receive services (1) during the term their eligibility ended, (2) for one additional school year after their eligibility ended, if comparable services were not available through other programs, and (3) in secondary school after their eligibility ended, and served through credit accrual programs until graduation (e.g., children served under the continuation of services authority, Section 1304(e)(1– 3)).

Do not include:

- Children who were served through a Title I SWP where MEP funds were consolidated with those of other programs.
- Children who were served by a "referred" service only.

2.3.3.1 MEP Participation – Regular School Year

The following questions collect data on migrant children who participated in the MEP during the regular school year. Do not include:

- Children who were only served during the summer/intersession term.

2.3.3.1.1 MEP Students Served During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who received MEP-funded instructional or support services during the regular school year. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Regular School Year
Age Birth through 2	1896
Age 3 through 5 (not Kindergarten)	9359
K	5238
1	5564
2	8595
3	8292
4	8248
5	8383
6	8194
7	8099
8	8485
9	7748
10	8681
11	8622
12	10521
Ungraded	363
Out-of-school	13985
Total	130273
Comments:	

Source – Initially, pre-populated by EDFacts file N/X123 that includes data group 636, subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

2.3.3.1.2 Priority for Services – During the Regular School Year

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

Age/Grade	Priority for Services
Age 3 through 5	0
K	0
1	N<11
2	23
3	857
4	943
5	871
6	916
7	925
8	803
9	838
10	851
11	798
12	801
Ungraded	32
Out-of-school	65
Total	8724
Comments: The decrease in the number of PFS students served is due to decreasing enrollments and families are not moving as often as in previous years.	

Source – Initially, pre-populated by EDFacts file N/X123 that includes data group 636, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

2.3.3.1.3 Continuation of Services – During the Regular School Year

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

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	422
K	347
1	391
2	361
3	314
4	282
5	309
6	315
7	530
8	374
9	251
10	341
11	315
12	345
Ungraded	N<11
Out-of-school	207
Total	5105
Comments: More emphasis has been given to PFS and other at risk students.	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

2.3.3.1.4 Services

The following questions collect data on the services provided to participating migrant children during the regular school year.

FAQ on Services:

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

2.3.3.1.4.1 Instructional Service – During the Regular School Year

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

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	633
Age 3 through 5 (not Kindergarten)	5072
K	3127
1	3285
2	4996
3	4914
4	4838
5	4881
6	4579
7	4340
8	4610
9	3689
10	3403
11	3691
12	5519
Ungraded	190
Out-of-school	6053
Total	67820
Comments: The EDEN validation scheme is in error.	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

2.3.3.1.4.2 Type of Instructional Service

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

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	468	329	
Age 3 through 5 (not Kindergarten)	3203	2084	
K	2056	1266	
1	2509	1421	
2	3757	1911	
3	3682	1812	
4	3634	1918	
5	3637	1891	
6	3353	1831	
7	3000	1639	
8	3024	1724	
9	2306	1402	790
10	1923	1318	1557
11	2040	1465	2269
12	2887	2218	2484
Ungraded	137	119	0
Out-of-school	1989	1186	0
Total	43605	25534	7100
Comments: The EDEN validation scheme is in error.			

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

2.3.3.1.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled Support Services, provide the unduplicated number of participating migrant children who received any MEP-funded support service during the regular school year. In the column titled Counseling Service, provide the unduplicated number of participating migrant children who received a counseling service during the regular school year. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	1805	571
Age 3 through 5 (not Kindergarten)	8189	3190
K	4488	1925
1	4706	2674
2	7441	3521
3	7166	3436
4	7116	3349
5	7211	3381
6	7170	3465
7	7150	3598
8	7498	4024
9	7361	4238
10	8514	5681
11	8450	5816
12	10262	7524
Ungraded	353	288
Out-of-school	13143	9208
Total	118023	65889
Comments:		

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

FAQs on Support Services:

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

2.3.3.1.4.4 Referred Service – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who, during the regular school year, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	417
Age 3 through 5 (not Kindergarten)	2706
K	1391
1	1468
2	2064
3	2044
4	2026
5	1970
6	1902
7	1842
8	1895
9	1702
10	2021
11	1990
12	2509
Ungraded	135
Out-of-school	5051
Total	33133
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

2.3.3.2 MEP Participation – Summer/Intersession Term

The questions in this subsection are similar to the questions in the previous section. There are two differences. First, the questions in this subsection collect data on the summer/intersession term instead of the regular school year. The second is the source for the table on migrant students served during the summer/intersession is EDFacts file N/X124 that includes data group 637.

2.3.3.2.1 MEP Students Served During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who received MEP-funded instructional or support services during the summer/intersession term. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Summer/Intersession Term
Age Birth through 2	1034
Age 3 through 5 (not Kindergarten)	12394
K	5033
1	8530
2	8702
3	8586
4	8782
5	8719
6	8102
7	8209
8	6935
9	7444
10	7067
11	6206
12	2824
Ungraded	140
Out-of-school	13395
Total	122102
Comments:	

Source – Initially, pre-populated by EDFacts file N/X124 that includes data group 637, subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

2.3.3.2.2 Priority for Services – During the Summer/Intersession Term

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

Age/Grade	Priority for Services
Age 3 through 5	0
K	0
1	0
2	27
3	914
4	1135
5	1065
6	1001
7	1061
8	814
9	840
10	855
11	777
12	342
Ungraded	13
Out-of-school	103
Total	8947
Comments: The decrease in the number of PFS receiving services during the Summer/Intersession is due to decreasing enrollments and services during the regular school year. Beginning with 2006-07 students in grades k, 12,UG and OOS are included in the PFS count.	

Source – Initially, pre-populated by ED Facts file N/X124 that includes data group 637, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term

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

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	147
K	299
1	248
2	246
3	224
4	217
5	161
6	140
7	156
8	101
9	86
10	67
11	122
12	120
Ungraded	N<11
Out-of-school	76
Total	2413
Comments: MEP projects have focused on serving PFS and other at-risk students	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

2.3.3.2.4 Services

The following questions collect data on the services provided to participating migrant children during the summer/intersession term.

FAQ on Services:

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

2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

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

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	292
Age 3 through 5 (not Kindergarten)	10266
K	4070
1	7209
2	7335
3	7236
4	7440
5	7433
6	6815
7	6829
8	5767
9	5264
10	5036
11	4371
12	1784
Ungraded	75
Out-of-school	4927
Total	92149
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

2.3.3.2.4.2 Type of Instructional Service

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

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	206	137	
Age 3 through 5 (not Kindergarten)	6858	5179	
K	3385	3080	
1	5476	4521	
2	5538	4571	
3	5398	4511	
4	5590	4614	
5	5496	4635	
6	5006	4238	
7	5002	4159	
8	3772	3202	
9	3060	2559	469
10	2913	2510	821
11	2298	1908	1047
12	989	659	922
Ungraded	49	34	0
Out-of-school	2323	1554	0
Total	63359	52071	3259
Comments: The difference in the number of students receiving High School Credit Accrual services is due to decreasing enrollments.			

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

2.3.3.2.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled Support Services, provide the unduplicated number of participating migrant children who received any MEP-funded support service during the summer/intersession term. In the column titled Counseling Service, provide the unduplicated number of participating migrant children who received a counseling service during the summer/intersession term. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	877	101
Age 3 through 5 (not Kindergarten)	7300	2247
K	2776	730
1	4609	1305
2	4860	1360
3	4780	1326
4	5169	1437
5	5137	1519
6	4714	1516
7	4817	1799
8	4006	1935
9	5335	2946
10	4865	2722
11	4536	2627
12	2174	1182
Ungraded	80	42
Out-of-school	7968	5899
Total	74003	30693
Comments:		

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

FAQs on Support Services:

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

2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who, during the summer/intersession term, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	42
Age 3 through 5 (not Kindergarten)	3661
K	1039
1	1387
2	1512
3	1445
4	1544
5	1570
6	1501
7	1440
8	950
9	1118
10	1027
11	723
12	293
Ungraded	N<11
Out-of-school	2439
Total	21698
Comments: The difference between the number of students that received Referred Services is due to decreasing enrollments.	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

2.3.3.3 MEP Participation – Program Year

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

Age/Grade	Served During the Program Year
Age Birth through 2	2456
Age 3 through 5 (not Kindergarten)	15260
K	7165
1	8102
2	11733
3	11270
4	11354
5	11524
6	11131
7	11115
8	10683
9	10237
10	10856
11	10481
12	12018
Ungraded	464
Out-of-school	22813
Total	178662
Comments: The EDEN validation is in error.	

Source – Initially, pre-populated by EDFacts file N/X054 that includes data group 102, subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

2.3.4 School Data

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

2.3.4.1 Schools and Enrollment

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

	Number
Number of schools that enrolled eligible migrant children	4357
Number of eligible migrant children enrolled in those schools	171099
Comments:	

Source – Initially, pre-populated by ED Facts file N/X102 that includes data group 110. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.4 of the SY 2005-06 CSPR. This data collection has been changed to include public schools only.

2.3.4.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs

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

	Number
Number of schools where MEP funds were consolidated in a schoolwide program	0
Number of eligible migrant children enrolled in those schools	0
Comments: As of 2006-07, there are no longer any schools where MEP funds are consolidated in schoolwide programs.	

Source – Initially, pre-populated by ED Facts file N/X102 that includes data groups 110 and 514. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.4 of the SY 2005-06 CSPR.

2.3.5 MEP Project Data

The following questions collect data on MEP projects.

2.3.5.1 Type of MEP Project

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

Also, provide the number of migrant children participating in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Below the table are FAQs about the data collected in this table.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
1. Regular school year – school day only	602	74489
2. Regular school year – school day/extended day	575	89884
3. Summer/intersession only	904	88736
4. Year round	383	109069
Comments: 1. The number of students served in Regular School Year Projects was overstated in 2005-06. 2. The increase from 413 in Extended Day/Week projects to 575 was due to adjustments made to supplemental services based on LEAs. 3. The decrease in the number of students served in summer/Intersession Only projects was due to more students being served via Year Round projects. We will do further research to confirm.		

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.5.1 of the SY

2005-06 CSPR. FAQs on type of MEP project:

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

2.3.6 MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.6.1 Key MEP Personnel

The following questions collect data about the key MEP personnel.

2.3.6.1.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

State Director FTE	1.00
Comments:	

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.5.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number of MEP funded staff in the regular school year, the number of MEP funded staff in summer term/intersession and the FTE amount of time in summer term/intersession have been deleted.

FAQs on the MEP State director

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

2.3.6.1.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do not include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	1103	698.00	1425	1130.4
Counselors	62	50.7	56	51.5
All paraprofessionals	560	253.4	703	456.7
Recruiters	500	421.1	405	328.00
Records transfer staff	111	72.1	92	56.8
Comments: Examining the cause of the increase in summer counseling staff and FTE, and decrease in FTE for Regular Sch. Year Paraprofessionals.				

Source – Initially, pre-populated by EDFacts file N/X065 that includes data groups 515 and 625, category A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.5.2 of the SY 2005-06 CSPR.

FAQs on MEP staff:

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

2.3.6.1.3 Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP. Do not include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified paraprofessionals	559	437.6	430	333.2
Comments:				

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.5.2 of the SY 2005-06 CSPR.

FAQs on qualified paraprofessionals:

- a. *How is the FTE calculated? The FTE may be calculated using one of two methods:*
 - To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
 - Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a qualified paraprofessional? A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d) of ESEA).*

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

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

Throughout this section:

- Report data for the program year of July 1, 2006 through June 30, 2007.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
 - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

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

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

2.4.1.1 Programs and Facilities -Subpart 1

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

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
1. Neglected programs	0	0
2. Juvenile detention	9	0
3. Juvenile corrections	0	0
4. Adult corrections	10	0
5. Other	0	0
Total	19	0

Source – Manual entry by SEA into the online collection tool.

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	0
Comments: Programs in multiple purpose facilities not collected.	

Note: This table was formerly part of section 2.4.1.1 of the SY 2005-06 CSPR. The unduplicated count of Neglected and Delinquent students has been moved for the SY 2006-07 CSPR. The additional calculation of total number of programs/facilities is new for the SY 2006-07 CSPR.

FAQ on Programs and Facilities -Subpart I:

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

2.4.1.1.1 Programs and Facilities That Reported -Subpart 1

In the table below, provide the number of State agency programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
1. Neglected Programs	0
2. Juvenile Detention	9
3. Juvenile Corrections	0
4. Adult Corrections	10
5. Other	0
Total	19
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This is a new data collection for the SY 2006-07 CSPR.

2.4.1.2 Students Served – Subpart 1

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

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served	0	0	1693	1206	0
Long Term Students Served	0	0	1693	1206	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	0	0	13	10	0
Asian or Pacific Islander	0	0	40	32	0
Black, non-Hispanic	0	0	555	324	0
Hispanic	0	0	891	691	0
White, non-Hispanic	0	0	194	149	0
Total	0	0	1693	1206	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	0	1603	1076	0
Female	0	0	90	130	0
Total	0	0	1693	1206	0

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	47	0	0
16	0	0	0	0	0
17	0	0	0	0	0
18	0	0	1077	52	0
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	569	1154	0
Total	0	0	1693	1206	0

If the total number of students differs by demographics, please explain.

Comments: California collected age data in ranges of 5-10, 11-15, 16-18, and 19 & older in 2006-07.

Note: For the SY 2006-07 CSPR, the age groupings that were present in the SY 2005-06 CSPR have been changed to collect data by each age year.

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, 2006 through June 30, 2007.

Note: In the remaining tables, report numbers for juvenile detention and correctional facilities together in a single column.

2.4.1.3 Programs/Facilities Academic Offerings – Subpart 1

In the table below, provide the number of programs/facilities (not students) that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

# Programs That	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
1. Awarded high school course credit(s)	0	N<11	N<11	0
2. Awarded high school diploma(s)	0	N<11	N<11	0
3. Awarded GED(s)	0	N<11	N<11	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.4 Academic Outcomes – Subpart 1

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 1.

2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
1. Earned high school course credits	0	1386	N<11	0
2. Enrolled in a GED program	0	254	233	0
Comments:				

Source – Manual entry by the SEA into the online collection tool. Note: This was formerly part of section 2.4.1.3 of the SY 2005-06 CSPR.

2.4.1.4.2 Academic Outcomes While in the State Agency Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
1. Enrolled in their local district school	0	0	0	0
2. Earned a GED	0	67	63	0
3. Obtained high school diploma	0	88	0	0
4. Were accepted into post-secondary education	0	0	38	0
5. Enrolled in post-secondary education	0	121	38	0
Comments: The number of students who were accepted into post-secondary education is unknown.				

Source – Manual entry by the SEA into the online collection tool. Note: This was formerly part of section 2.4.1.3 of the SY 2005-06 CSPR.

2.4.1.5 Vocational Outcomes – Subpart 1

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 1.

2.4.1.5.1 Vocational Outcomes While in the State Agency Program/Facility

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
Enrolled in elective job training courses/programs	0	1292	93	0
Comments:				

Source – Manual entry by the SEA into the online collection tool. Note: This was formerly part of section 2.4.1.3 of the SY 2005-06 CSPR.

2.4.1.5.2 Vocational Outcomes While in the State Agency Program/Facility or Within 30 Days After Exit

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
1. Enrolled in external job training education	0	0	0	0
2. Obtained employment	0	0	0	0
Comments: 2.4.1.5.2 data is not tracked.				

Source – Manual entry by the SEA into the online collection tool. Note: This was formerly part of section 2.4.1.3 of the SY 2005-06 CSPR.

2.4.1.6 Academic Performance – Subpart 1

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

2.4.1.6.1 Academic Performance in Reading – Subpart 1

In the format of the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in pre-and post-testing in reading. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2006, 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. Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. Students should be reported in only one of the five change categories (rows 3 through 7). Below the table is a FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
1. Long-term students who tested below grade level upon entry	0	0	0	0
2. Long-term students who have complete pre-and post-test results (data)	0	0	0	0

Of the students reported in row 2 above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	0	0	0
4. No change in grade level from the pre-to post-test exams	0	0	0	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	0	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	0	0	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	0	0	0
Comments: California did not collect this data in 200	6-07.			

Source – Initially, pre-populated by EDFacts file N/X113 that is data group 628, category sets A and B. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.1.6 of the SY 2005-06 CSPR.

FAQ on long-term students:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2006 through June 30, 2007.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

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

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
1. Long-term students who tested below grade level upon entry	0	0	0	0
2. Long-term students who have complete pre-and post-test results (data)	0	0	0	0

Of the students reported in row 2 above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	0	0	0
4. No change in grade level from the pre-to post-test exams	0	0	0	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	0	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	0	0	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	0	0	0
Comments: California did not collect this data in 2006-07.				

Source – Initially, pre-populated by EDFacts file N/X113 that is data group 628, category sets A and B. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.1.6 of the SY 2005-06 CSPR.

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

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

2.4.2.1 Programs and Facilities – Subpart 2

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

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
1. At-risk programs	139	0
2. Neglected programs	0	0
3. Juvenile detention	224	0
4. Juvenile corrections	0	0
5. Other	0	0
Total	363	0

Source – Manual entry by SEA into the online collection tool.

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	0
Comments:	

Note: This table was formerly part of section 2.4.2.1 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the unduplicated count of neglected and delinquent children has been moved. The category At-risk or Other has been split into two separate categories for the SY 2006-07 CSPR.

FAQ on average length of stay:

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

2.4.2.1.1 Programs and Facilities That Reported -Subpart 2

In the table below, provide the number of LEAs that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
1. At-risk programs	32
2. Neglected programs	0
3. Juvenile detention	55
4. Juvenile corrections	0
5. Other	0
Total	87
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This is a new data collection for the SY 2006-07 CSPR.

2.4.2.2 Students Served – Subpart 2

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

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	19176	0	64733	0	0
Total Long Term Students Served	19176	0	64733	0	0

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	259	0	738	0	0
Asian or Pacific Islander	815	0	2479	0	0
Black, non-Hispanic	2645	0	16321	0	0
Hispanic	10298	0	31854	0	0
White, non-Hispanic	5120	0	12996	0	0
Total	19137	0	64388	0	0

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	13557	0	52324	0	0
Female	5619	0	12409	0	0
Total	19176	0	64733	0	0

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	529	0	451	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	6468	0	18907	0	0
16	0	0	0	0	0
17	0	0	0	0	0
18	11580	0	43877	0	0
19	0	0	0	0	0
20	0	0	0	0	0
21	599	0	1498	0	0
Total	19176	0	64733	0	0

If the total number of students differs by demographics, please explain. Comments: At-Risk data does not include 39 students who declined to state their ethnicity and 345 Juvenile Detention students who declined to state their ethnicity.

California collected age data in ranges of 5-10, 11-15, 16-18, and 19 & older in 2006-07.

Note from EDEN: 2.4.2.2 is not prepopulating correctly. Please use the manual entry cells on the right. This will be fixed by

the Part II re-open period. I apologize for the inconvenience.

Thank you,

Jeff Spahr

U.S. Department of Education Partner Support Center

Source – Manual entry by the SEA into the online collection tool.

Note: For this data collection, the age groupings that were present in the SY 2005-06 CSPR have been changed to collect data by each age year. In addition, the column At-risk and Other was split into two separate columns.

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, 2006 through June 30, 2007.

Note: In the remaining tables, report numbers for juvenile detention and correctional facilities together in a single column.

2.4.2.3 Programs/Facilities Academic Offerings – Subpart 2

In the table below, provide the number of programs/facilities (not students) that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

LEA Programs That	At-Risk Programs	Neglected Programs	Juvenile Detention/Corrections	Other Programs
1. Awarded high school course credit(s)	0	0	52	0
2. Awarded high school diploma(s)	0	0	45	0
3. Awarded GED(s)	0	0	24	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.2.3 of the SY 2005-06 CSPR. In addition, the column At-risk and Other was split into two separate columns.

2.4.2.4 Academic Outcomes – Subpart 2

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 2.

2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/Detention	Other Programs
1. Earned high school course credits	0	0	40859	0
2. Enrolled in a GED program	0	0	2438	0
Comments:				

Source – Manual entry by the SEA into the online collection tool. Note: This was formerly part of section 2.4.1.3 of the SY 2005-06 CSPR.

2.4.2.4.2 Academic Outcomes While in the LEA Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/Detention	Other Programs
1. Enrolled in their local district school	0	0	21105	0
2. Earned a GED	0	0	1052	0
3. Obtained high school diploma	0	0	608	0
4. Were accepted into post-secondary education	0	0	212	0
5. Enrolled in post-secondary education	0	0	175	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.2.3 of the SY 2005-06 CSPR. In addition, the column At-risk and Other was split into two separate columns.

2.4.2.5 Vocational Outcomes – Subpart 2

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 2.

2.4.2.5.1 Vocational Outcomes While in the LEA Program/Facility

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/Detention	Other Programs
1. Enrolled in elective job training courses/programs	0	0	7011	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.2.3 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the column At-risk and Other was split into two separate columns.

2.4.2.5.2 Vocational Outcomes While in the LEA Program/Facility or Within 30 Days After Exit

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/Detention	Other Programs
1. Enrolled in external job training education	0	0	337	0
2. Obtained employment	0	0	423	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.2.3 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the column At-risk and Other was split into two separate columns.

2.4.2.6 Academic Performance – Subpart 2

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

2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the format of the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in pre-and post-testing in reading. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2006, 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. Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. Students should be reported in only one of the five change categories (rows 3 through 7). Below the table is a FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
1. Long-term students who tested below grade level upon entry	0	0	0	0
2. Long-term students who have complete pre- and post-test results (data)	0	0	0	0

Of the students reported in row 2 above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	0	0	0
4. No change in grade level from the pre-to post-test exams	0	0	0	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	0	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	0	0	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	0	0	0
Comments: California did not collect this data in 2006-07.				

Source – Initially, pre-populated by EDFacts file N/X125 that is data group 629, category sets A and B. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.2.6 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the column At-risk and Other was split into two separate columns.

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, 2006, through June 30, 2007.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

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

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	C Juvenile orrections/ Detention	Other Programs
1. Long-term students who tested below grade level upon entry	0	0	0	0
2. Long-term students who have complete pre-and post-test results (data)	0	0	0	0

Of the students reported in row 2 above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	0	0	0
4. No change in grade level from the pre-to post-test exams	0	0	0	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	0	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	0	0	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	0	0	0
Comments: California did not collect this data in 2006-07.				

Source – Initially, pre-populated by EDFacts file N/X125 that is data group 629, category sets A and B. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.2.6 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the column At-risk and Other was split into two separate columns.

2.5 COMPREHENSIVE SCHOOL REFORM (CSR) (TITLE I, PART F)

This section collects information on Comprehensive School Reform.

2.5.1 CSR Grantee Schools Making AYP

In the table below, provide the percentage of CSR schools that have/had a CSR grant and that made AYP in reading/language arts and mathematics during SY 2006-07.

	Percentage
Reading/language	40.9
Mathematics	70.6
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: Mathematics was formerly part of section 2.5.2 of the SY 2005-06 CSPR.

2.5.2 CSR Grantees

In the table below, provide the number of schools that have/had a CSR grant since 1998.

	#
Schools that have/had a CSR grant since 1998?	337
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This was formerly part of section 2.5.3 of the SY 2005-06 CSPR.

2.7 SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)

This section collects data on student behaviors under the Safe and Drug-Free Schools and Communities Act.

2.7.1 Performance Measures

In the table below, provide actual performance data. The first four columns (e.g., Performance Indicators, Instruments/Data Sources, Frequency of Collection/Baselines, and Targets) will be pre-populated from your State's SY 2005-06 CSPR submission.

Note: The information in the first four columns is provided for reference purposes only.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
The percentage of students that think frequent use of marijuana is extremely harmful.	California Student Survey (CSS)	Year of most recent collection: 11th Biennial (2005-06) CSS	2004-05 7th (+1.0%) 9th (+1.0%) 11th (+1.0%)	2004-05 7th (81.9%) 9th (67.7%) 11th (59.9%)
			2005-06 7th (+1.0%) 9th (+1.0%) 11th (+1.0%)	2005-06 7th (81.9%) 9th (66.0%) 11th (56.9%)
			2006-07 7th (+1.0%) 9th (+1.0%) 11th (+1.0%)	2006-07 7th (81.9%) 9th (66.0%) 11th (56.9%)
			2007-08 7th (+1.0%) 9th (+1.0%) 11th (+1.0%)	Baseline: 7th (82.0%) 9th (66.6%) 11th (56.6%)
			2008-09 7th (+1.0%) 9th (+1.0%) 11th (+1.0%)	Year Established: 200102
Comments: Last year's report was completed using the 2005-06 11th Biennial California Student Survey (CSS), not the 10th CSS.				

Source – Manual entry by the SEA into the online collection tool. Source – Manual entry by the SEA into the online collection tool. Source – Manual entry by the SEA into the online collection tool.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
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			2004-05 7th (-0.5%) 9th (-1.0%)	2004-05 7th (3.9%)
			11th (-1.0%)	9th (12.4%) 11th (19.8%)
			2005-06 7th (-0.5%) 9th (-1.0%) 11th (-1.0%)	2005-06 7th (4.7%) 9th (12.6%) 11th (19.2%)
		Frequency: Biennial	2006-07 7th (-0.5%) 9th (-1.0%) 11th (-1.0%)	2006-07 7th (4.7%) 9th (12.6%) 11th (19.2%)
			2007-08 7th (-0.5%) 9th (-1.0%) 11th (-1.0%)	Baseline: 7th (4.0%) 9th (13.4%) 11th (23.0%)
			2008-09 7th (-0.5%) 9th (-1.0%) 11th (-1.0%)	
The percentage of students that have used marijuana within the last 30 days.	California Student Survey (CSS)	Year of most recent collection: 11th Biennial (2005-06) CSS		Year Established: 200102
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	2004-05 7th (2.7%) 9th (12.3%) 11th (22.9%)
			2005-06 7th (-0.5%) 9th (-1.0%)	2005-06 7th (4.5%) 9th (12.8%)

			11th (-2.0%)	11th (23.2%)
			2006-07 7th (-0.5%)	2006-07 7th (4.5%)
			9th (-1.0%)	9th (12.8%)
		Frequency: Biennial	11th (-2.0%)	11th (23.2%)
			2007-08 7th (-0.5%)	Baseline: 7th (3.3%)
			9th (-1.0%)	

			11th (-2.0%)	9th (13.5%) 11th (27.0%)
			2008-09 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	
The percentage of students that have been drunk or high at school.	California Student Survey (CSS)	Year of most recent collection: 11th Biennial (2005-06) CSS		Year Established: 200102

Comments: Note that the Baseline, established in 2001-02, was incorrectly keyed as 26.9% when California submitted last years CSPR. It has now been corrected to read 27.0%

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
The percentage of students that have used alcohol in the last 30 days.	California Student Survey (CSS)	Frequency: Biennial	2004-05 7th (-1.0%) 9th (-2.0%) 11th (-2.0%)	2004-05 7th (10.0%) 9th (24.7%) 11th (37.1%)
			2005-06 7th (-1.0%) 9th (-2.0%) 11th (-2.0%)	2005-06 7th (12.0%) 9th (23.8%) 11th (35.8%)
			2006-07 7th (-1.0%) 9th (-2.0%) 11th (-2.0%)	2006-07 7th (12.0%) 9th (23.8%) 11th (35.8%)

			2007-08 7th (-1.0%) 9th (-2.0%) 11th (-2.0%)	Baseline: 7th (10.4%) 9th (29.3%) 11th (40.7%)
		Year of most recent collection: 11th Biennial (2005-06) CSS	2008-09 7th (-1.0%) 9th (-2.0%) 11th (-2.0%)	Year Established: 200102

Comments:

Source – Manual entry by the SEA into the online collection tool. Source – Manual entry by the SEA into the online collection tool. Source – Manual entry by the SEA into the online collection tool.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05 7th (-0.5%) 9th (-1.0%)	2004-05 7th (8.3%) 9th (22.8%)
			11th (-2.0%)	11th (38.7%)
			2005-06 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	2005-06 7th (7.9%) 9th (22.3%) 11th (38.2%)
			2006-07 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	2006-07 7th (7.9%) 9th (22.3%) 11th (38.2%)
		Frequency: Biennial		
			2007-08 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	Baseline: 7th (8.5%) 9th (24.1%) 11th (44.0%)
			2008-09 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	
The percentage of students that have ever used marijuana.	California Student Survey (CSS)	Year of most recent collection: 11th Biennial (2005-06) CSS		Year Established: 200102

Comments:

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
The percentage of students that have ever used inhalants.	California Student Survey (CSS)	Year of most recent collection: 11th Biennial (2005-06) CSS	2004-05 7th (-0.5%)	2004-05 7th (6.0%)
			9th (-0.5%)	9th (8.7%)
			11th (-0.5%)	11th (8.9%)
			2005-06 7th (-0.5%)	2005-06 7th (7.8%)
			9th (-0.5%)	9th (10.2%)
			11th (-0.5%)	11th (9.5%)
			2006-07 7th (-0.5%)	2006-07 7th (7.8%)
			9th (-0.5%)	9th (10.2%)
			11th (-0.5%)	11th (9.5%)
			2007-08 7th (-0.5%)	Baseline: 7th (6.3%)
9th (-0.5%)	9th (9.4%)			
			11th (-0.5%)	11th (12.6%)
			2008-09 7th (-0.5%) 9th (-0.5%) 11th (-0.5%)	Year Established: 200102

Comments:

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
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The percentage of students that think frequent use of cigarettes is extremely harmful.	California Student Survey (CSS)	Frequency: Biennial	2004-05 7th (+1.0%) 9th (+1.0%) 11th (+1.0%)	2004-05 7th (64.9%) 9th (58.4%) 11th (63.3%)
			2005-06 7th (+1.0%) 9th (+1.0%) 11th (+1.0%)	2005-06 7th (67.5%) 9th (56.8%) 11th (59.0%)
			2006-07 7th (+1.0%) 9th (+1.0%) 11th (+1.0%)	2006-07 7th (67.5%) 9th (56.8%) 11th (59.0%)
			2007-08 7th (+1.0%) 9th (+1.0%) 11th (+1.0%)	Baseline: 7th (63.6%) 9th (61.6%) 11th (66.1%)
			2008-09 7th (+1.0%) 9th (+1.0%) 11th (+1.0%)	Year Established: 200102
Comments:				

Source – Manual entry by the SEA into the online collection tool. Source – Manual entry by the SEA into the online collection tool. Source – Manual entry by the SEA into the online collection tool.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05 7th (-0.5%) 9th (-0.5%) 11th (-0.5%)	2004-05 7th (2.0%) 9th (3.9%) 11th (6.1%)
The percentage of students that have used cigarettes at school in the last 30 days.	California Student Survey (CSS)	Frequency: Biennial	2005-06 7th (-0.5%) 9th (-0.5%) 11th (-0.5%)	2005-06 7th (2.4%) 9th (4.6%) 11th (6.0%)

		2006-07 7th (-0.5%) 9th (-0.5%) 11th (-0.5%)	2006-07 7th (2.4%) 9th (4.6%) 11th (6.0%)
	Year of most recent collection: 11th Biennial (2005-06) CSS	2007-08 7th (-0.5%) 9th (-0.5%) 11th (-0.5%)	Baseline: 7th (1.8%) 9th (4.3%) 11th (6.1%)
		2008-09 7th (-0.5%) 9th (-0.5%) 11th (-0.5%)	Year Established: 200102
Comments:			

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05 7th (-0.5%) 9th (-1.0%) 11th (-1.0%)	2004-05 7th (4.9%) 9th (10.2%) 11th (14.8%)
			2005-06 7th (-0.5%) 9th (-1.0%) 11th (-1.0%)	2005-06 7th (5.1%) 9th (10.0%) 11th (15.2%)
		Frequency: Biennial	2006-07 7th (-0.5%) 9th (-1.0%) 11th (-1.0%)	2006-07 7th (5.1%) 9th (10.0%) 11th (15.2%)
			2007-08 7th (-0.5%)	Baseline: 7th (4.3%)

			9th (-1.0%) 11th (-1.0%)	9th (11.1%) 11th (18.9%)
The percentage of students that have used cigarettes in the last 30 days.	California Student Survey (CSS)	Year of most recent collection: 11th Biennial (2005-06) CSS	2008-09 7th (-0.5%) 9th (-1.0%) 11th (-1.0%)	Year Established: 200102
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
The percentage of students that have ever used cigarettes.	California Student Survey (CSS)	Frequency: Biennial	2004-05 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	2004-05 7th (5.8%) 9th (18.2%) 11th (28.2%)
			2005-06 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	2005-06 7th (7.5%) 9th (16.0%) 11th (28.0%)
			2006-07 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	2006-07 7th (7.5%) 9th (16.0%) 11th (28.0%)
			2007-08 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	Baseline: 7th (6.9%) 9th (20.7%) 11th (35.7%)
			2008-09 7th (-0.5%) 9th (-1.0%) 11th (-2.0%)	Year of most recent collection: 11th Biennial (2005-06) CSS
Comments:				

Source – Manual entry by the SEA into the online collection tool. Source – Manual entry by the SEA into the online collection tool. Source – Manual entry by the SEA into the online collection tool.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
The percentage of students that have ever used smokeless tobacco.	California Student Survey (CSS)	Year of most recent collection: 11th Biennial (2005-06) CSS	2004-05 7th (-0.5%) 9th (-0.5%) 11th (-0.5%)	2004-05 7th (1.7%) 9th (4.4%) 11th (8.0%)
			2005-06 7th (-0.5%)	
			9th (-0.5%) 11th (-0.5%)	2005-06 7th (2.7%) 9th (5.2%) 11th (8.3%)
			2006-07 7th (-0.5%) 9th (-0.5%) 11th (-0.5%)	2006-07 7th (2.7%) 9th (5.2%) 11th (8.3%)
			2007-08 7th (-0.5%) 9th (-0.5%) 11th (-0.5%)	Baseline: 7th (2.4%) 9th (4.8%) 11th (8.6%)
			2008-09 7th (-0.5%) 9th (-0.5%) 11th (-0.5%)	Year Established: 200102
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05 7th (-1.0%)	2004-05 7th (28.1%)
			9th (-1.0%)	9th (26.0%)
			11th (-1.0%)	11th (20.5%)
			2005-06 7th (-1.0%)	2005-06 7th (32.0%)

			9th (-1.0%) 11th (-1.0%)	9th (25.1%) 11th (20.0%)
		Frequency: Biennial	2006-07 7th (-1.0%) 9th (-1.0%) 11th (-1.0%)	2006-07 7th (32.0%) 9th (25.1%) 11th (20.0%)
			2007-08 7th (-1.0%) 9th (-1.0%) 11th (-1.0%)	Baseline: 7th (27.2%) 9th (23.7%) 11th (19.0%)
			2008-09 7th (-1.0%)	

The percentage of students that have ever been in a physical fight in the past 12 months.	California Student Survey (CSS)	Year of most recent collection: 11th Biennial (2005-06) CSS	9th (-1.0%) 11th (-1.0%)	Year Established: 200102
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Comments: Note that the Baseline, established in 2001-02, was incorrectly keyed as 27.1% when California submitted the prior years CSPR. It has now been corrected to read 27.2%. Additionally, prior to 2005-06, indicators previously identified in this section for the rate of violent criminal incidents occurring on campus, number of weapons confiscated from students at school, and rate of violent incidents (crime against persons) occurring on campus with certificated employees were collected by the California Safe Schools Assessment, which is no longer operational. Similar data is now collected under a different data collection system and reported in the suspension and expulsion indicators that follow this section.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
The percentage of students that have used smokeless tobacco in the past 30 days.	California Student Survey (CSS)	Frequency: Biennial	2004-05 7th (-0.1%) 9th (-0.2%) 11th (-0.3%)	2004-05 7th (1.6%) 9th (1.7%) 11th (2.8%)
			2005-06 7th (-0.1%) 9th (-0.2%) 11th (-0.3%)	2005-06 7th (1.8%) 9th (2.7%) 11th (3.2%)

			2006-07 7th (-0.1%) 9th (-0.2%) 11th (-0.3%)	2006-07 7th (1.8%) 9th (2.7%) 11th (3.2%)
		Year of most recent collection: 11th Biennial (2005-06) CSS	2007-08 7th (-0.1%) 9th (-0.2%) 11th (-0.3%)	Baseline: 7th (0.8%) 9th (1.4%) 11th (2.8%)
			2008-09 7th (-0.1%) 9th (-0.2%) 11th (-0.3%)	Year Established: 200102
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.7.2 Out-of-School Suspensions and Expulsions

The following questions collect data on the out-of-school suspension and expulsion of students by grade level (e.g., K through 5, 6 through 8, 9 through 12) and type of incident (e.g., violence, weapons possession, alcohol-related, illicit drug-related).

2.7.2.1 State Definitions

In the spaces below, provide the State definitions for each type of incident.

Incident Type	State Definition
Alcohol related	California's suspension and expulsion laws authorize alcohol disciplinary actions in sections of the Education Code (EC) which also relate to illicit drug discipline, so separate alcohol-related statistics are not available. The State definition of alcohol-related incidents is: Alcohol-related actions for use, possession, sale, or furnishing of alcohol. Included are violations of EC sections 48900(c) and (d) use, possession, and sale or furnishing of alcohol or controlled substances; 48900(j) possession or sale of drug paraphernalia; 48900(p) offering or sale of prescription drugs; 48915(a)(3) possession of controlled substances other than marijuana; and 48915(c)(3) unlawfully selling a controlled substance.
Illicit drug related	State definition of illicit drugs: Controlled substances listed in Chapter 2 of Division 10 of the California Health and Safety Code. Note: CDE does not differentiate between alcohol and other drugs. So as not to over report all data is included in 2.7.2.5.
Violent incident without physical injury	Includes California EC sections 48900(a)(2) related to force or violence; 49000(e) committed or attempted to commit robbery or extortion; 48900(n) related to sexual assault; 48900(o) related to intimidation of a witness; 48900.3 related to hate violence; 48900.4 related to harassment, threats, or intimidation; 48900.7 related to terroristic threats; 48915(a)(4) robbery or extortion; 48915(a)(5) assault or battery; and 48915(c)(4) related to committing a sexual assault.
Violent incident with physical injury	Includes California EC sections 48900(a)(1) related to physical injury to another person; 48915(a)(1) causing serious physical injury to another person, except in self defense; and 48900(s) related to aiding or abetting the infliction or attempted infliction of physical injury.
Weapons possession	A weapon is a knife, firearm, or other dangerous object. Included are suspensions and expulsions for violation of EC sections 48900(b) possessed knife, firearm, other dangerous object; 48900(m) possessed imitation firearm; 48915(a)(2) possession of knife or dangerous object; 48915(c)(1) possession of firearm; 48915(c)(2) brandishing knife; or 48915(c)(5) possession of explosive.
Comments:	

Source – Initially, pre-populated with definition from the SY 2005-06 CSPR. If necessary, it is updated by the SEA.

Note: This was formerly part of sections 2.7.2.3, 2.7.2.4, and 2.7.2.5 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the State definition of physical fighting data collection has been removed, however the data collection for violent incident without physical injury and violent incident with physical injury have been added.

2.7.2.2 Out-of-School Suspensions and Expulsions for Violent Incident Without Physical Injury

The following questions collect data on violent incident without physical injury.

2.7.2.2.1 Out-of-School Suspensions for Violent Incident Without Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	15799	728
6 through 8	23936	489
9 through 12	18568	418

Comments: Note that State data collection for suspensions and expulsions does not concur with the federal grades listed above. The State definitions are as follows: Elementary school is K through grade 6, occasionally K through grade 8. Middle school is grades 6 through 8, occasionally grades 7 through 8 or grades 7 through 9. High school is grades 9 through 12, occasionally grades 10 through 12.

Source – Initially, pre-populated from ED Facts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: The tables in this section and 2.7.2.3 replace section 2.7.2.2 of the SY 2005-06 CSPR, which collected data on physical fighting.

2.7.2.2.2 Out-of-School Expulsions for Violent Incident Without Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	289	728
6 through 8	1096	489
9 through 12	2264	418

Comments: Note that State data collection for suspensions and expulsions does not concur with the federal grades listed above. The State definitions are as follows: Elementary school is K through grade 6, occasionally K through grade 8. Middle school is grades 6 through 8, occasionally grades 7 through 8 or grades 7 through 9. High school is grades 9 through 12, occasionally grades 10 through 12.

Source – Initially, pre-populated from ED Facts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: The tables in this section and 2.7.2.3 replace section 2.7.2.2 of the SY 2005-06 CSPR, which collected data on physical fighting.

2.7.2.3 Out-of-School Suspensions and Expulsions for Violent Incident with Physical Injury

The following questions collect data on violent incident with physical injury.

2.7.2.3.1 Out-of-School Suspensions for Violent Incident with Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	63350	728
6 through 8	73339	489
9 through 12	59850	418

Comments: Note that State data collection for suspensions and expulsions does not concur with the federal grades listed above. The State definitions are as follows: Elementary school is K through grade 6, occasionally K through grade 8. Middle school is grades 6 through 8, occasionally grades 7 through 8 or grades 7 through 9. High school is grades 9 through 12, occasionally grades 10 through 12.

Source – Initially, pre-populated from ED Facts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: The tables in this section and 2.7.2.2 replace section 2.7.2.2 of the SY 2005-06 CSPR, which collected data on physical fighting.

2.7.2.3.2 Out-of-School Expulsions for Violent Incident with Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	800	728
6 through 8	1542	489
9 through 12	3009	418

Comments: Note that State data collection for suspensions and expulsions does not concur with the federal grades listed above. The State definitions are as follows: Elementary school is K through grade 6, occasionally K through grade 8. Middle school is grades 6 through 8, occasionally grades 7 through 8 or grades 7 through 9. High school is grades 9 through 12, occasionally grades 10 through 12.

Source – Initially, pre-populated from ED Facts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: The tables in this section and 2.7.2.2 replace section 2.7.2.2 of the SY 2005-06 CSPR, which collected data on physical fighting.

2.7.2.4 Out-of-School Suspensions and Expulsions for Weapons Possession

The following sections collect data on weapons possession.

2.7.2.4.1 Out-of-School Suspensions for Weapons Possession

In the table below, provide the number of out-of-school suspensions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	12439	728
6 through 8	16514	489
9 through 12	6733	418

Comments: Note that State data collection for suspensions and expulsions does not concur with the federal grades listed above. The State definitions are as follows: Elementary school is K through grade 6, occasionally K through grade 8. Middle school is grades 6 through 8, occasionally grades 7 through 8 or grades 7 through 9. High school is grades 9 through 12, occasionally grades 10 through 12.

Source – Initially, pre-populated from ED Facts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.3 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

In the table below, provide the number of out-of-school expulsions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	654	728
6 through 8	1853	489
9 through 12	2323	418

Comments: Note that State data collection for suspensions and expulsions does not concur with the federal grades listed above. The State definitions are as follows: Elementary school is K through grade 6, occasionally K through grade 8. Middle school is grades 6 through 8, occasionally grades 7 through 8 or grades 7 through 9. High school is grades 9 through 12, occasionally grades 10 through 12.

Source – Initially, pre-populated from ED Facts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.3 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

2.7.2.5 Out-of-School Suspensions and Expulsions for Alcohol-Related Incidents

The following questions collect data on alcohol-related incidents.

2.7.2.5.1 Out-of-School Suspensions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school suspensions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5		
6 through 8		
9 through 12		

Comments: Note that State data collection for suspensions and expulsions does not concur with the federal grades listed above. The State definitions are as follows: Elementary school is K through grade 6, occasionally K through grade 8. Middle school is grades 6 through 8, occasionally grades 7 through 8 or grades 7 through 9. High school is grades 9 through 12, occasionally grades 10 through 12. Note that CDE does not differentiate between alcohol and other drugs. In order not to over report all data is included in 2.7.2.6.1 on the following page.

Source – Initially, pre-populated from ED Facts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.4 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

2.7.2.5.2 Out-of-School Expulsions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school expulsions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5		
6 through 8		
9 through 12		

Comments: Note that State data collection for suspensions and expulsions does not concur with the federal grades listed above. The State definitions are as follows: Elementary school is K through grade 6, occasionally K through grade 8. Middle school is grades 6 through 8, occasionally grades 7 through 8 or grades 7 through 9. High school is grades 9 through 12, occasionally grades 10 through 12. Note that CDE does not differentiate between alcohol and other drugs. In order not to over report all data is included in 2.7.2.6.2 on the following page.

Source – Initially, pre-populated from ED Facts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.4 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12

for the SY 2006-07 CSPR.

2.7.2.6 Out-of-School Suspensions and Expulsions for Illicit Drug-Related Incidents

The following questions collect data on illicit drug-related incidents.

2.7.2.6.1 Out-of-School Suspensions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school suspensions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	2147	728
6 through 8	9623	489
9 through 12	34232	418
Comments: Note that CDE does not differentiate between alcohol and other drugs. In order not to over report all data is included in 2.7.2.6.1; no data has been reported in 2.7.2.5.1 on the previous page.		

Source – Initially, pre-populated from ED Facts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.5 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

2.7.2.6.2 Out-of-School Expulsions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school expulsions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	137	728
6 through 8	1142	489
9 through 12	3904	418
Comments: Note that CDE does not differentiate between alcohol and other drugs. In order not to over report all data is included in 2.7.2.6.2 on the previous page; no data has been reported in 2.7.2.5.2 on the previous page.		

Source – Initially, pre-populated from ED Facts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.5 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

2.7.3 Parent Involvement

In the table below, provide the types of efforts your State uses to inform parents of, and include parents in, drug and violence prevention efforts. Place a check mark next to the five most common efforts underway in your State. If there are other efforts underway in your State not captured on the list, add those in the other specify section.

Yes/No	Parental Involvement Activities
Yes	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
Yes	Training and technical assistance to LEAs on recruiting and involving parents
Yes	State requirement that parents must be included on LEA advisory councils
Yes	State and local parent training, meetings, conferences, and workshops
No	Parent involvement in State-level advisory groups
Yes	Parent involvement in school-based teams or community coalitions
Yes	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
Yes	Media and other campaigns (Public service announcements, red ribbon campaigns, kick-off events, parenting awareness month, safe schools week, family day, etc.) to raise parental awareness of drug and alcohol or safety issues
Yes	Other Specify 1
No Response	Other Specify 2
<p>Comments: Other: Examples of parent recruitment strategies include personal invitations; regular telephone calls; flyers; ads in local newspapers, radio, and television; asking parents to participate in cultural activities; providing guest speakers at parent meetings; home visits and working one-on-one with families; organizing multi-family groups for mutual support; program staff participating in neighborhood/community events; providing programs in both English and Spanish; involving youth in the recruitment of parents; providing food and child care at meetings. Additionally, some of the parent programs include Parents Who Care, Family Advocacy Services, Parent Project, FAST (Families and Schools Together), Communities That Care, Second Step, Strengthening Families, and Families That Care.</p>	

Source – Manual entry by SEA into the online collection tool. Note: This data collection has been changed from a manual text entry to a check box format for the SY 2006-07 CSPR.

2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)

This section collects information pursuant to Title V, Part A of the Elementary and Secondary Education Act (ESEA), as amended.

2.8.1 Annual Statewide Summary

Section 5122 of ESEA, as amended, requires States to provide an annual Statewide summary of how Title V, Part A funds contribute to the improvement of student academic performance and the quality of education for students. In addition, these summaries must be based on evaluations provided to the State by LEAs receiving program funds.

Please attach your statewide summary. You can upload file by entering the file name and location in the box below or use the browse button to search for the file as you would when attaching a file to an e-mail. The maximum file size for this upload is 4 meg.

Note: This data collection was formerly section 2.8.8 of the SY 2005-06 CSPR.

2.8.2 Needs Assessments

In the table below, provide the number of LEAs that completed a Title V, Part A needs assessment that the State determined to be credible and the total number of LEAs that received Title V, Part A funds. The percentage column is automatically calculated.

	# LEAs	%
Completed credible Title V, Part A needs assessments	1194	100.0
Total received Title V, Part A funds	1194	
Comments: California's LEAs are required to have a State Board approved LEA Plan before they receive Title V funding. These plans include a needs assessment that addresses the priorities of Title V.		

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly section 2.8.9 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number of LEAs and percentage of LEAs that completed credible Title V, Part A needs assessments is a new data collection.

2.8.3 LEA Expenditures

In the table below, provide the amount of Title V, Part A funds expended by the LEAs. The percentage column will be automatically calculated.

The 4 strategic priorities are: (1) support student achievement, enhance reading and mathematics, (2) improve the quality of teachers, (3) ensure that schools are safe and drug free, and (4) promote access for all students to a quality education.

Activities authorized under Section 5131 of the ESEA that are included in the four strategic priorities are 1-5, 7-9, 12, 14-17, 19-20, 22, and 25-27. Authorized activities that are not included in the four strategic priorities are 6, 10-11, 13, 18, 21, and 23
24.

	\$ Amount	%
Title V, Part A funds expended by LEAs for the four strategic priorities	123498	92.5
Total Title V, Part A funds expended by LEAs	133453	
Comments:		

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly section 2.8.10 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the total amount of Title V, Part A funds expended by LEAs is a new data collection.

2.8.4 LEA Uses of Funds for the Four Strategic Priorities and AYP

In the table below, provide the number of LEAs:

1. That used at least 85 percent of their Title V, Part A funds for the four strategic priorities above and the number of these LEAs that met their State's definition of adequate yearly progress (AYP).
2. That did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities and the number of these LEAs that met their State's definition of AYP.
3. For which you do not know whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities and the number of these LEAs that met their State's definition of AYP.

The total LEAs receiving Title V, Part A funds will be automatically calculated.

	# LEAs	# LEAs Met AYP
1. Used at least 85 percent of their Title V, Part A funds for the four strategic priorities	1100	633
2. Did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities	94	51
3. Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities	0	0
Total LEAs receiving Title V, Part A funds	1194	684
Comments:		

Source – Manual entry by SEA into the online collection tool.

Note: This table was formerly section 2.8.11 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the data collection for States to report not knowing whether they used at least 85 percent of their Title V, Part A funds is a new data collection.

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

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

2.9.1 LEA Use of Alternative Funding Authority Under the Small Rural Achievement (SRSA) Program (Title VI, Part B, Subpart 1)

In the table below, provide the number of LEAs that notified the State of their intent to use the alternative uses funding authority under Section 6211.

	# LEAs
# LEA's using SRSA alternative uses of funding authority	283
Comments:	

Source – Manual entry by SEA into the online collection tool.

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

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

Purpose	# LEAs
1. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	4
2. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	10
3. Educational technology, including software and hardware as described in Title II, Part D	9
4. Parental involvement activities	4
5. Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	5
6. Activities authorized under Title I, Part A	21
7. Activities authorized under Title III (Language instruction for LEP and immigrant students)	9
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly section 2.9.2.1 of the SY 2005-06

CSPR.

2.9.2.1 Goals and Objectives

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

The response is limited to 8,000 characters.

For the 2006-07 school year, the State Education Agency (SEA) participated in the Rural Low-Income School (RLIS) Program by awarding subgrants to 34 local educational agencies (LEAs) using a formula allocation driven by each district's average daily attendance (ADA). The CDE informs the recipient LEAs about the specific state criteria and annual targets to increase the academic performance and achievement of all students. California's accountability system monitors progress toward ensuring that all students are achieving the state's academic content standards and meeting those targets. The measure of such student achievement is the determination of whether Title I schools and LEAs make Adequate Yearly Progress (AYP), as required under NCLB. Following are the four components used to make AYP determinations in California:

â€¢ Meeting Annual Measurable Objectives (AMOs) regarding student proficiency in English-language arts and mathematics

â€¢ Achieving a 95 percent student participation rate on assessments in English-language arts and mathematics

â€¢ Making or exceeding the specified growth target on the state's Academic Performance Index (API)

â€¢ Increasing the high school graduation rate

In reviewing data of the 34 LEAs that received a 2006-07 RLIS grant, six were in Program Improvement (PI) status. Two LEAs were newly identified at the beginning of the 2006-07 school year; one was continuing in Year 1 of PI; and three had moved into Year 2 of PI status.

When identified for PI, LEAs in California are required to 1) conduct a self-assessment using materials and criteria based on current research; 2) use specific state-developed self-assessment tools to verify the fundamental teaching and learning needs in its schools and identify the specific academic problems of low-achieving students; 3) determine why the prior LEA plan failed to bring about increased student achievement; 3) revise the LEA plan according to the identified needs; and 4) work with an external entity to ensure that the district is using funds appropriately to improve student achievement.

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly section 2.9.2.2 of the SY 2005-06 CSPR.

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

2.10.1 State Transferability of Funds

Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2006-07?	No
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.10.2 Local Educational Agency (LEA) Transferability of Funds

Number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	190
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.10.2.1 Use of Funds

In the tables below, provide the total number of LEAs that transferred funds to and from each eligible program and the total amount of funds transferred to and from each eligible program.

Program	# LEAs Transferring Funds TO Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	14	82629.00
Educational Technology State Grants (Section 2412(a)(2)(A))	27	926304.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	8	145525.00
State Grants for Innovative Programs (Section 5112(a))	79	12391116.00
Title I, Part A, Improving Basic Programs Operated by LEAs	79	1197583.00

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.10.2.2 of the SY 2005-06 CSPR.

Program	# LEAs Transferring Funds FROM Eligible Program	Total Amount of Funds Transferred FROM Eligible Program
Improving Teacher Quality State Grants (Section 2121)	152	11028725.00
Educational Technology State Grants (Section 2412(a)(2)(A))	7	1239283.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	71	2441944.00
State Grants for Innovative Programs (Section 5112(a))	40	33205.00
Comments:		

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.10.2.2 of the SY 2005-06 CSPR.

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