



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Fall Census for Elementary and Secondary Schools

NUMBER: REF-6906.2

ISSUER: Oscar Lafarga, Executive Director
Office of Data and Accountability

DATE: August 12, 2019

ROUTING
 Local District
 Administrators
 Principals
 Assistant Principals
 EL Coordinators
 MiSiS Coordinators
 Data Designees
 School Administrative
 Assistants

PURPOSE: This reference guide provides instructions for the 2019-20 Fall Census which collects student and staff information as of Fall Census Day for mandated state, federal and other reporting.

DUE DATE: November 15, 2019

MAJOR CHANGES: This reference guide updates REF-6906.1, *Fall Census for Elementary and Secondary Schools*, dated August 30, 2018, issued by the Office of Data and Accountability (ODA). The 2019-20 Fall Census Day is October 2, 2019 and this data will be used to complete the CALPADS and CBEDS data reports required by the California Department of Education and the Civil Rights Data Collection mandated by the Office of Civil Rights. Major changes include:

- In order to comply with Every Student Succeeds Act (ESSA) Section 1112(b)(2) requirements, staffing information for itinerant teachers at elementary schools (a similar process is already in place for secondary schools) will now be part of the Fall Census data submission. To facilitate this, MiSiS is developing a scheduling enhancement that will be operational in October 2019. It is imperative that these assignments are entered correctly to avoid mis-assignments. The general procedures are outlined in Attachment E.
- Principals should update their Certify Data Designees, via the Principal’s Portal, to ensure Certify emails are received by the appropriate staff. Principals who do not identify a data designee will, by default, receive all emails from Certify.
- The “ENROLLED_COUNT_DAY” flag will be turned on in Certify reports beginning October 7, 2019.

INSTRUCTIONS I. BACKGROUND

Fall Census is conducted annually to report information for students and certificated staff with active enrollments or assignments, respectively on Fall Census Day (October 2, 2019) for submission to the CDE via the California Longitudinal Pupil Achievement Data System (CALPADS).



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It is critical that schools schedule all students into the correct courses and provide the mandated program services, i.e., gifted, special education, from the beginning of their enrollment. For English Learners (EL), schools must administer initial ELPAC assessments, place EL students in the appropriate English Learner Master Plan Program, and indicate the EL services provided. Failure to do so may result in serious compliance violations.

Based on Fall Census data in CALPADS, the CDE determines official counts which are used to allocate funding i.e., Local Control Funding Formula and Title III, monitor compliance, teacher mis-assignments and generate accountability reports. These official counts, include:

- Grades TK-12 enrollment by grade, ethnicity/race and other subgroups;
- Enrollment by program such as Free/Reduced Price Meal (FRPM), Foster, Homeless, Migrant, Gifted and Talented (GATE), Military Families, Special Education;
- Number of graduates and completers;
- Number of English Learners (ELs) by program and by services received;
- Number of students reclassified since last year's Census Day and reclassification rates;
- Enrollment by course;
- Number of teachers providing EL services;
- Teachers with subject matter competence (replaced Highly Qualified);
- Prior year graduates and dropouts.

To prepare for the Fall Census data collection, schools are asked to review Certify emails and correct all necessary data in MiSiS. While Certify identifies most errors, there are some data items which *require* manual review (See Attachment A). These processes ensure that data reported to the state and federal government is accurate and complete.

II. PRINCIPAL'S RESPONSIBILITIES

Maintaining accurate and up-to-date data entails a concerted team effort from school staff. It is recommended that principals:

1. Establish ongoing procedures and processes to review and validate student and staff data throughout the school year.
2. Assign qualified staff to conduct the Fall Census and assign them as Data Designees in the Principal's Portal, *School Data Designee Form*, to receive Certify emails in the following areas: student enrollment, demographics and scheduling, attendance, English Learner Master Plan



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and discipline. Data Designees should be knowledgeable in using MiSiS and must also review and update the additional data not identified by Certify (See Attachment A).

3. Ensure that the responsible staff for the Fall Census review the Certify training video, read this reference guide (including all attachments), related Data Points newsletters, and job aids for instructions to enter and update all required staff and student data in MiSiS.
4. Ensure that all students are properly identified at enrollment, scheduled and all teachers are properly assigned.

III. 2019-20 FALL CENSUS PROCEDURES

Upon receiving Certify emails, Data Designees review the identified errors in Certify and make the necessary corrections in MiSiS. Certify emails identify most data errors relative to Census Day. See Attachment A for data not captured by Certify which staff need to review manually.

Changes made in MiSiS will be submitted to CALPADS throughout the school year; schools continue to update MiSiS to ensure that the data is accurate and up to date for state assessments and other purposes.

Timeline

- Fall Census Day is October 2, 2019.
- Schools will have until 5:00 p.m. on November 15, 2019 to check and update Census Day data in MiSiS.
- On November 15, 2019, data for students enrolled and staff assigned on Census Day will be captured for CALPADS submission.
- Fall Census Day data corrections/changes made in MiSiS after November 15, 2019 will be submitted to CALPADS during the data amendment window in December 2019.

Census Procedures

- Verify student enrollments, eliminate duplicate enrollment records and resolve concurrent enrollments.
- Review student demographic and program information and enter missing data.
- Validate student class schedules and student section enrollment dates.
- Enter applicable course section attributes, especially Special Day Program sections and sections taught in the primary language.
- Enter applicable EL Services for all courses where one or more English Learners are enrolled. Once entered in MiSiS, EL Service attributes should not be changed.
- Confirm teachers' subject matter competence/ authorizations for their assignments (curricular and EL).



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- Review and update prior year 12th grade students' exit information as necessary.

RELATED RESOURCES:

Data Points Newsletters (available at <http://achieve.lausd.net/Page/11618>)

REF-6885.2, Certify Data Tool Policy and Procedures, issued by the Office of Data and Accountability.

REF-6569.2, More Than a Meal Campaign for Local Control Funding and Title I Consolidated Collection, issued by Food Services Division.

MiSiS Job Aide, *Itinerant Course Assignments* (available October 2019).

ASSISTANCE:

MiSiS Support, 213-241-4850.

Certify concerns call Student Information Support Branch, 213-241-2081.

Census questions, call State Reporting Services Branch, 213-241-2450.

Student ID corrections, fax requests to Student ID Unit, 213-241-8969.

Reclassification concerns, call State Reporting Services Branch, 213-241-2450.

Master Plan Programs, call Local District EL Program staff.

ELPAC Assessment questions, call Student Testing Unit, 213-241-4104.

Teacher Subject Matter Competence, call respective Credential and Contract Specialist for Local District.

Gifted and Talented (GATE) Office, 213-241-6500.

Homeless Education Office, 213-202-7581.

Migrant Student Office, 213-241-0510.

ATTACHMENTS:

Attachment A – 2019-20 Fall Census Instructions

Attachment B – Language and Language Codes List

Attachment C – Leave Codes and Leave Reason Codes

Attachment D – Initial English Language Proficiency Assessments for
California (ELPAC) Process Outline

Attachment E – Itinerant Course Assignments



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ATTACHMENT A

2019-20 FALL CENSUS INSTRUCTIONS

This attachment lists the data sets to be reported to CALPADS. Although most student records with errors will be identified by Certify, a small portion of data needs to be manually reviewed and verified in MiSiS. The procedures for manual review and verification are listed in section 2 below.

1. **CERTIFY EMAIL EXCEPTION REPORTS**

Certify reports are organized into these areas:

- Enrollment, Demographics and Scheduling
- Attendance
- English Learners Master Plan
- Discipline

Data designees are to address the discrepancies identified in the Certify reports as soon as possible. Please prioritize errors with critical or urgent severity levels for students flagged as enrolled on Count Day. The “ENROLLED_COUNT_DAY” flag will be turned on in the Certify reports beginning October 8, 2019. As deadlines approach, the number of errors should show a significant decrease and all data errors for students flagged as enrolled on Count Day must be resolved. Additionally, accuracy of all student data must be maintained throughout the school year.

2. **MANUAL DATA REVIEW**

The information listed below is not captured in the Certify exception reports and needs to be reviewed and updated using the procedures outlined later in this section.

Student Information

- Students in Independent Study
- Homeless Students
- Bilingual Paraprofessionals Providing Primary Language Support
- 2018-19 Grade 12 Students (High Schools)

Certificated Staff Information

- Teacher Schedules
- Administrator Positions
- Out-of-Classroom (Non-Register Carrying) Certificated Assignments

A. **STUDENT CLASS SCHEDULE**

All enrolled students should have a full day of classes. Students who are scheduled in invalid classes, Homeroom, Home, service-like classes (Dept. 46), or placeholder classes only, will not be reported to CALPADS. Students without classes or missing classes must be scheduled immediately.



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1. **Students in Independent Study**

Follow the instructions in the Job Aid, “Assign Students for Independent Study Course” found in the Master Scheduling Job Aid section to schedule students in sections marked as Independent Study section.

B. SECTION ATTRIBUTES

Appropriate section attributes must be entered for select course sections. Follow the instructions below to access the Section Attributes screen.

Step 1: Log in with the “Scheduling Administrator” role.

Step 2: Select “Master Scheduling” under Admin menu.

Step 3: Select the correct term (e.g., 2019-2020 Elementary – Single Track A)

Step 4: Click the “Section Editor” button.

Step 5: Hover over the course section to be checked and click on the “+” sign to access the attribute screen.

Ensure the following course sections have the appropriate section attributes:

1. **Sections Taught by Two Teachers**

For class sections with two teachers, select “Teacher” in the “Additional Educator Role” and select the name of the teacher from the drop down in the “Additional Educator Name” box.

2. **Alternative/Dual Language Programs**

For elementary and secondary Alternative Programs., e.g., Newcomer, Maintenance and Transitional, indicate only the master plan program and language of instruction. It is not necessary to indicate services for these sections.

- Select the corresponding Master Plan Program from the “Master Plan Program” drop down box.
- Select the Language of Instruction from the “Language of Instruction” drop down box.

3. **Sections with Bilingual Paraprofessionals Providing Primary Language Support**

For sections with bilingual paraprofessionals assigned to provide primary language support to ELs, select “Paraprofessional” from the “Additional Educator Role” box and select the name of the paraprofessional from the drop down in the “Additional Educator Name” box. Do not enter the language of the bilingual paraprofessional in the “Language of Instruction” box.



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4. Special Day Program (SDP) Sections

Select the specific SDP program name from the drop down in the “Special Day Program” box if the section is designated for SDP students.

5. RSP Sections – Secondary Schools

Click the “RSP” box if the course section is designated for RSP students.

6. Gifted and Talented (GATE) Sections

Click the “GATE” box if the course section is designated for Gifted and Talented (GATE) students.

7. Coring Sections (Middle Schools)

Click the “Core” box if the course section is a coring class.

8. Independent Study Sections

For each section designated for Independent Study, click the “Independent Study” box or “Independent Study (Continuation)” box.

3. CERTIFICATED STAFF INFORMATION

The state collects certificated staff demographic information (ethnicity, race, gender, education level) and assignment information in the Fall Census data collection. To ensure accuracy of the data, schools must enter the required information for all certificated staff assigned to the school. Please note that ‘Years of Service’ will now be collected centrally.

A. Unfilled Positions

All classes should have been assigned a regular teacher or a long-term substitute teacher. On Count Day enter the certificated substitute’s name. Unfilled classes will result in the section being reported as providing no EL service to students. Follow these steps to obtain two reports that can be used to check for unfilled classes:

Step 1: Log in with the appropriate role (e.g., Office Manager, Scheduling Administrator) and select Reports.

Step 2: Under Master Scheduling, select Class Enrollment Report or Teacher Section Assignment Report in the Pre/Post-Commit section.

Step 3: Select the appropriate School, Term and other parameters:

- Effective Enrollment Date: Use default date or Fall Census Day
- Grade Level, Teacher Department, Student Request by Department, Teacher, Section Type, and Class Period: Select All
- Report Type: Matrix or List (check both types as needed)
- Sort: By Teacher
- Use the Class Enrollment Report to identify unfilled classes with enrolled students. Look for classes with “Unfilled” as the teacher



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name.

- Use the Teacher Section Assignment Report to identify other unfilled Or unassigned classes without students. Look for “Not Assigned” or “Unfilled” under the Teacher Name column.

4. TEACHER SCHEDULES

All full-time teachers should have a full-day of scheduled sections. For example, if the school has a 6-period day, every full-time teacher should have a 6-period schedule (including conference period). For schools with a 4x4 schedule, the full-time teacher should have a 4-period schedule. Additionally, except for 800 and 900 courses, all scheduled sections should have enrolled students.

Use the Class Enrollment Report in List format to check for classes without any students, but that should have students. Use the report in Matrix format to check for teachers without a full schedule.

5. ADMINISTRATOR POSITIONS

All administrators, including administrators with register-carrying periods, should have one section scheduled using the appropriate course code in the 900 series (see page 5 for codes).

6. OUT OF CLASSROOM (NON-REGISTER CARRYING) CERTIFICATED ASSIGNMENTS

All non-administrator certificated staff with out-of-classroom assignments should have one section scheduled in the 800 or 900 series for each non-register-carrying period. Follow these steps to add 800/900 courses:

Step 1: Log in as Scheduling Administrator.

Step 2: Select Master Scheduling under the Admin menu and click on School Courses.

Step 3: For the window on the left under Edit School Courses, select Start With from the dropdown, then 8 to see the 800 classes and 9 to see the 900 classes.

Step 4: Drag the needed courses from the Course Master table to the School Courses table.

Step 5: Once the courses are in the School Courses table, proceed to create the sections. Room numbers are required to schedule sections. If the school has not added the offices to the school’s room list, the offices can be added from Admin > Instructional Space Setting screen. The Office Manager Role can add/edit/delete rooms as needed. A job aid is available, see Master Scheduling.

Create the sections at the assigned location only (e.g., schedule the section of a magnet coordinator at the magnet location, not at the main location). If an appropriate 800 or 900 course number is not found, contact Student Information Support Branch at 213-241-2081 or State Reporting Services Branch at 213-241-2450 or the MiSiS Helpdesk at 213-241-5200.



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A. Elementary Schools:

For staff with only one type of out-of-classroom assignment (e.g., EL Coordinator), create one section in period 1 using the appropriate course number. See example below:

Assignment	Section Location	Period	Course Number
Magnet Coordinator	Superior Elementary	1	910107

For staff with more than one type of assignments (e.g., 50% math coach, 50% EL coordinator), create two sections, starting with period 1, each using the appropriate course number. See example below:

Assignment	Section Location	Period	Course Number
EL Coordinator	Wonderful Elementary	1	910104
Math Coach	Wonderful Elementary	2	800203

For staff assigned to more than one location, each location will need to create one section. See example below for staff assigned to two positions at two locations. (Exception: If the main school and magnet center share one joint master schedule, then both sections will be scheduled under the main school.)

Assignment Location and Assignment	Section Location	Period	Course Number
Magnet Center – Magnet Coor.	Magnet Center	1	910107
Main School – EL Coordinator	Main School	1	910104

Frequently used out-of-classroom assignment course numbers are listed in the table below:

Activity Code and Position Title
800102 Computer Lab
800104 Library/Media Lab
800202 Literacy Coach
800203 Math Coach
800206 Resource Teacher (non-
800214 Title III Coach
800215 TSP Adviser

Activity Code and Position Title
900101 Principal
900102 Assistant Principal
910109 Coor. Special Education.
910101 Coor. Categorical Prog.
910102 Coordinator, Curriculum
910104 Coordinator, ESL/EL
910105 Coordinator, Gifted



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800301 RSP Teacher (Sp. Ed.)
800310 Inclusion Teacher
800217 SPED Tchr ETK/PCC*

910107 Coordinator, Magnet
930102 Dean
900104 Other Administrator

*All students in a TE/PCC class must be assigned to a General Education teacher, who is the register-carrying teacher. A course/section must not be created for the special education teacher providing support to the PCC students. Doing so would result in the TE/PCC class to be reported as two separate classes. For the TE/PCC teacher providing support, create one section period using activity Code 800217.

B. Secondary and Span Schools:

Enter one section for each non-register-carrying period. A full-time non-classroom staff in a 6-period school should have 6 sections with the appropriate 800 or 900 course numbers.

Example: A full-time dean.

Assignment	Section Location	# Of Periods	Course Number
School A - Full-time Dean	School A	6	930102

For staff that assigned to more than one location, each location should schedule one period for each 15%-20% of time assigned at that location.

Example 1: A math coach who is assigned 50% at School A and 50% at School B.

Assignment	Section/ Location	# Of Periods	Course Number
School A - Math Coach	School A	3	800203
School B - Math Coach	School B	3	800203

Example 2: A math coach who is assigned 60% at School A and 40% at School B.

Assignment	Section/ Location	# Of Periods	Course Number
School A - Math Coach	School A	4	800203
School B - Math Coach	School B	2	800203

7. ASSIGNMENT MONITORING

All teachers should have the appropriate credentials for their assignments and EL authorizations to provide appropriate EL services. Use the Assignment Monitoring Report to identify teachers who are misassigned.

Step 1: Log in with the Principal role and select Reports.



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Step 2: Scroll to Staff Information, click on the Assignment Monitoring Report.

Step 3: Select the appropriate parameters and click View Report button.

The report displays one certificated staff at a time, first the credential information, then the course information and whether the teacher is properly credentialed in three areas (under Status section):

1. Curriculum: Does the teacher have the proper credential for the class assigned?
2. Special Ed: Does the teacher have the proper credential for the Special Day Program class assigned?
3. EL Service: Does the teacher have the proper EL authorization to provide the designated EL service?

Check for teachers with “Not OK” in any of the three columns and contact Human Resources Credentials, Contract and Compliance Services Unit at 213-241-6520 for immediate assistance.

Misassignments are reported to the county and published on the School Accountability Report Card (SARC). EL services or the lack of services provided by teachers in each class with EL’s are reported to CALPADS and published by the state. EL’s in classes taught by teachers without EL authorizations are considered “Not receiving any services.”

8. GRADE 12 STUDENTS (HIGH SCHOOLS)

The state will use Grade 12 exit codes to calculate graduation and dropout rates. The Office of Independent Monitor also closely monitors 12th grade exit information to determine if the District meets selected Modified Consent Decree targets. It is imperative that schools verify and complete 12th grade exit data by August 28, 2019 in MiSiS in order for 2018-2019 cohort graduates to be included in the official graduation rate calculation.

Use the Focus composer (previously MiSiS ad-hoc reports) to extract a list of students who were enrolled and withdrew during the previous, 2018-2019, school year. To create the report, go to the Focus Reporting and Dashboards on the MiSiS Admin menu, or log in directly at: <https://focus.lausd.net/>.

In Focus, create a new analysis and select the “Student Withdrawal Data” subject area.

1. Select the following attributes for your report: (Folder > Attribute)
 - Student > District ID
 - Name > Full Name (LNF)
 - Enrollment > Grade Level Id
 - Enrollment > Graduation Requirement Year
 - Enrollment > Enrollment Leave Date
 - Enrollment > Enrollment Type Code



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- Enrollment > Enrollment RSN Code
 - Enrollment > Enrollment RSN Description
 - Student Withdrawal > School Year
 - Student Withdrawal > User Comments
2. Click on the gear icon on the School Year column attribute and create a filter:
 - Select operator “is equal to / is in”
 - Select or enter value: “2018-2019”, then click OK
3. Click on the gear icon on the Grade Level ID column attribute and create a filter:
 - Select Operator “is equal to / is in”
 - Select or enter Value: “12”, then click OK
4. Click on Results tab to see report and download to Excel so that it can be further sorted and/or filtered by grad requirement year, Type Code, or RSN code.


Alternative Report: MiSiS Enrollment and Withdrawal Report

If you are not already familiar with the Focus report building tool, MiSiS also has a report that can be used to review all withdrawals.

1. To use this report, log on as Office Manager, click on the Reports link in MiSiS.
2. Under Enrollment, click on the **Enrollment and Withdrawal Report** (type “withdraw” in the search box first to find it easily in the list).
3. From the report parameters, select the start and end dates **7/1/2018** to **6/7/2019** (or whatever the last day of school was for your campus). For the User Option parameter, select “Withdrawals”, then click on View Report button.
4. Once the report appears, you can download it to Excel or as a CSV file for easier sorting and filtering of the data in Excel. There is no grade level parameter, so you will have to use the auto-filter on the grade level column in Excel to select Grade 12 students only. *(Note: Grad Requirement Year is not available in this report, but can be found on the Grad Standard screen)*

Updating Withdrawal Data

MiSiS users with Office Manager role can edit the withdrawal record of any student that is attending or has previously attended the school.

1. Search for the student and select the Withdrawal History screen.
2. Click on the Edit icon: 
3. Make corrections to Withdrawal Type and/or Reason as needed.
4. If required, enter the Future School (school that followed withdrawal).
5. Enter Future Residence, if known, otherwise enter “N/A”.
6. Use comments box to document information from parents and/or other LEAs when attempting to find out the whereabouts of students that may be potential dropouts.



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ATTACHMENT B

Languages and Language Codes List

<u>Code</u>	<u>Language</u>	<u>Code</u>	<u>Language</u>	<u>Code</u>	<u>Language</u>
23	Afghan	40	Hawaiian	58	Norwegian
86	Afrikaans	41	Hebrew	95	Pashto
110	Akateco	42	Hindi	65	Polish
02	Albanian	68	Hmong	115	<u>Popti</u>
92	American Sign Language (ASL)	44	Hungarian		<u>Philippine Languages</u>
92	Amharic	34	Ibo	89	Ilocano
11	Arabic	46	Indonesian	62	Pilipino (Tagalog/Filipino)
15	Armenian	43	Italian	94	Visayan (Cebuano)
93	Assyrian	45	Japanese	64	Other Philippine
14	Bengali	47	Javanese	66	Portuguese
36	Bosnian	109	K'-Iche	59	Punjabi
17	Bulgarian	39	Kanjobal	111	Q-Anjob'al
18	Burmese	78	Khmu	67	Rumanian
19	Cambodian (Khmer)	49	Korean	87	Romany
16	Chaldean	50	Kurdish (Kurdi/Kurmanji)	55	Russian
	<u>Chinese Languages</u>	13	Lahu	69	Samoan
22	Cantonese	51	Lao	90	Serbian
97	Chiu Chow	52	Latvian	70	Serbo-Croatian
25	Mandarin	53	Lithuanian	71	Sinhalese
76	Taiwanese	103	Kannada	72	Slovak
21	Toishanese	106	Kashmiri	01	Somali
26	Other Chinese	105	Kikuyu (Gikuyu)	60	Spanish
114	Chuj	102	Marathi	75	Swahili
27	Creole	54	Malay	73	Swedish
24	Croatian	20	Marshallese	101	Tamil
28	Czech	12	Melanesian	112	Tarascan
29	Danish	96	Mien (Yao)	100	Telugo
30	Dutch	91	Mixteco	77	Thai
00	English	56	Mongolian	74	Tigrinya
32	Estonian		<u>Native Amer. Languages</u>	79	Tongan
61	Farsi (Persian)	03	Apache	80	Turkish
88	Fijian	04	Cherokee	81	Ukrainian
31	Finnish	05	Choctaw	82	Urdu
33	Flemish	06	Cree	108	Uzbek
35	French	09	Crow	83	Vietnamese
37	German	07	Hopi	84	Yiddish



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38	Greek	08	Navajo	85	Yoruba
48	Guamanian (Chamorro)	10	Other Native Am. Lang	107	Zapoteco
63	Gujarati	57	Nepali	99	Other, Not Listed



ATTACHMENT C

Withdrawal Types and Reasons

Appropriate Withdrawal Types and Withdrawal Reasons must be entered in MiSiS for students who withdraw from the school. Select only the applicable Withdrawal Reason for each corresponding Withdrawal Type.

Withdrawal Type	Applicable Withdrawal Reason	Validation Documentation
L1 Same School	Other (23) Special Education Assignment (03)	Not applicable
L2 Other LAUSD School	LAUSD Adult School Diploma/HiSET Program / ACCT (28) LAUSD Adult School Non-Diploma/Non-HiSET Program (29) Affiliated Charter School (E46) Expulsion Recommendation (19) Expulsion Reinstatement by Board Action (21) Inaccurate Residence (02) Intra-District Permit, Not PWT (12) Magnet Assignment (05) Not Recommended for Expulsion by Expulsion Review Committee (33) Opportunity Transfer (18) Option School (27) Other (23) Other District Expulsion Pending Board Action (34) Permit Termination (17) Permit With Transportation (PWT) (04) Public School Choice (44) Residence Change (01) Special Education Assignment (03) Special Education Non-Public School (Sp Ed NPS) (39)	K-12 -MiSiS Verification (Positive attendance at a K-12 LAUSD school) Enrollment Verification Letter
L3 California Public School Outside LAUSD	Non-LAUSD Adult School Diploma/HiSET (31) Non-LAUSD Adult School Non-Diploma/Non-HiSET (42) College (Working towards AA or BA) (47) Expulsion to LACOE by Board Action (35)	Enrollment Verification Letter Class schedule or Official Transcripts



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Withdrawal Type	Applicable Withdrawal Reason	Validation Documentation
	Inaccurate Residence (02) Inter-District Permit (09) Juvenile Detention (45) Other (23) Other District Expulsion Pending Board Action (34) Permit Termination (17) Residence Change (01) Independent or Non-LAUSD Charter School (54)	Records Request from the new school Enter the Records Request in MiSiS.
L4 California Private School	Private School (38)	Copy of CA Private School Affidavit Enrollment Verification Letter Records Request from the new school Enter the Records Request in MiSiS
L5 School Outside California	Moved to Another Country (37) Moved to Another State (36)	Parent Assurance Letter (PAL) <i>Enter the PAL in the Withdrawal History section in MiSiS</i> Enrollment Verification Letter Records Request from the new school Enter the Records Request in MiSiS

Withdrawal Type	Applicable Withdrawal Reason
L7 Graduated, Matriculated, SpEd Certificate of Completion, CHSPE, HiSET (GED)	California High School Proficiency Examination (CHSPE) (93) Diploma (90) Diploma, Exemption from LAUSD Graduation Requirements (97) High School Equivalency Tests (HiSET/GED) (94) Matriculated, Not 12 th Grade (99) Special Education Certificate of Completion (92) Special Education Prior Completer (95)



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Withdrawal Type	Applicable Withdrawal Reason
L8 Unknown or Other	Adult Incarceration (63) Deceased (65) Did Not Meet Graduation Requirements (82) Not Attending (80) Other (23) Serious Personal Illness (62) Whereabouts Unknown (64) Work (57)



ATTACHMENT D

Initial English Language Proficiency Assessments for California (ELPAC) Process

Beginning July 1, 2018, English Language Proficiency Assessments for California (ELPAC) replaced the California English Language Development Test (CELDT). The initial ELPAC must be administered within 30 days of enrollment or two weeks after the beginning of the school year to every student whose primary language is not English or American Sign Language and do not have an official English Language Acquisition Status (ELAS), also known as language classification, of EL or IFEP.

Summative ELPAC assessments are administered in the spring to all English Learners and are part of a separate process. The Student Testing Unit will provide guidance to schools in the spring. Any second semester enrollees with an ELAS of “To Be Determined” (TBD) will need to be administered an initial ELPAC, followed by the summative assessment.

The process that student data with a ELAS of TBD must go through prior to the students’ initial language assessment becoming official is outlined below along with a description of what is required of the Office of Data and Accountability, State Reporting Services Branch (SRSB) and those of schools with students with ELAS of TBD.

English Language Proficiency Assessments for California (ELPAC) Cycle

The **State Reporting Services Branch (SRSB)** will:

- 1) Submit enrollment records on or after July 1, 2019 to CALPADS with the student’s actual start date (or expected first day of school for “pre-enrolled” students). Once submitted, CALPADS will generate a nightly extract of students with an English Language Acquisition Status (ELAS) of “To Be Determined” (TBD) and the corresponding 2019-20 enrollment record (this includes a pre-enrollment) to the Test Operations Management System (TOMS), administered by the Educational Testing Service (ETS). ETS administers the Initial English Language Proficiency Assessments for California (ELPAC) and TOMS, and based on the data loaded from CALPADS, will maintain an *Initial Eligible Student List* viewable by schools, which lists all students who will be tested with the Initial ELPAC.
 - a) A Student English Language Acquisition (SELA) record will be created for students with the following:
 - i) An ELAS of “TBD”
 - ii) An ELAS Start Date for the current school year
 - iii) A primary language other than English or American Sign Language
- 2) Upload student records to CALPADS so that student information appears on the TOMS Initial Eligible Student List (approximately 48 hours).

Schools will:

- 3) Administer the paper-pencil initial ELPAC to eligible pre-enrolled students within 30 days of enrollment or two weeks after the beginning of the school year.



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- 4) Once the initial ELPAC has been administered, the school must load the raw scores and the test completion date into the TOMS Local Scoring Tool (LST) for all students on the Initial Eligible Student List.
- 5) Manually determine the overall scale score, the overall performance level and calculated ELAS using the preliminary scoring guide for the Initial ELPAC provided by the ELPAC program office, (Schools should store the Answer Book in a secure location to upload raw scores later to the LST).
- 6) Enter student's initial language classification in MiSiS (LEP or IFEP) with the test completion date.

The **State Reporting Services Branch (SRSB)** will:

- 7) Upload official student ELPAC data received from the vendor into MISIS.
- 8) Send a new SELA record to CALPADS with the following:
 - a) The new ELAS for the student (EL or IFEP),
 - b) An ELAS Start Date of the "Date Testing Completed",
 - c) A primary language other than English or American Sign Language.



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ATTACHMENT E

Itinerant Course Assignments

Beginning with the 2019-20 school year, the California Commission on Teacher Credentialing (CTC) will partner with CDE to review CALPADS teacher assignment data and validate these assignments for all schools to determine if mis-assignments exist. This review will encompass all teaching assignments and will include, for the first time, itinerant teaching assignments, both push-in and pull out. In order to provide accurate data, MiSiS will develop a scheduling enhancement to allow elementary schools to enter Itinerant Teacher assignments (a similar process is already in place for secondary schools). The enhancement will be operational October 2019 and schools will be able to back-date teacher assignments to the start of the school year. It is important to note that assignments as of Count Day, Wednesday, October 2 for this school year, will receive special scrutiny from CDE.

TIMELINE

Below is a summary of the data submission and validation timeline.

- March 2020 – Data are certified by the District
- Mid-April 2020 – Data are sent to CTC
- Late-April 2020 – Questionable assignments identified
- May 2020 - June 2020 – Districts have 60 days to justify questionable assignments
- End of July 2020 – Los Angeles County Office of Education has 30 days to send final justifications to CTC
- Mid- to Late-August 2020 – Misassignment file sent to CDE

ENTERING AN ITINERANT COURSE ASSIGNMENT

As of the date of this reference guide, the exact steps schools should follow to enter itinerant assignments were being finalized. Please refer to the MiSiS Job Aide, *Itinerant Course Assignments*, available on the MiSiS site in October 2019, for step-by-step directions.

Below is a summary of steps school staff will take to enter itinerant assignments:

1. Enter itinerant staff employee number and the name will auto-populate.
2. Select the appropriate course.
3. Enter English Learner Services.
4. Enter course start and end date.
5. Enter number of minutes per week itinerant staff is assigned to the school.

In order to facilitate creating a course for an itinerant teacher following either the push-in or pull-out model, school staff will have the option of selecting all the students in the regular teacher's class or a handful of students.

Please note that courses are to be created by student grade level and it may be necessary to create several courses for the same itinerant staff. For example, an itinerant dance teacher has a pull-out class of 30 students, ten students in grade 3, ten students in grade 4 and ten students in grade 5. School staff will create three courses, one for each grade.