



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

**TITLE:** Fall Census for Elementary and Secondary Schools

**NUMBER:** REF-6906.1

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

**DATE:** August 30, 2018

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

**PURPOSE:** This reference guide provides instructions for the 2018-19 Fall Census which collects student and staff information as of Fall Census Day for mandated state, federal and other reporting.

**DUE DATE:** November 14, 2018

**MAJOR CHANGES:** This reference guide updates REF-6906, *Fall Census for Elementary and Secondary Schools*, dated August 23, 2017, issued by the Office of Data and Accountability (ODA). The 2018-19 Fall Census Day is October 3, 2018 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.

ODA has expanded the use of the Certify tool to identify data errors in MiSiS and continues to refine Certify rules to assist school staff in correcting data errors. Emails identifying enrollment, demographics, scheduling, attendance, English Learner Master Plan, and discipline data errors are sent to school data designees, local districts, and central offices. Principals should update their Data Designees, via the Principal’s Portal, to ensure Certify emails are received by the appropriate staff. Please note that principals who do not identify a data designee will, by default, receive all emails from Certify.

A flag indicating which students were enrolled on Count Day has been added to MiSiS and Certify reports. While all errors with critical or urgent priority levels are expected to be addressed by Data Designees, students flagged as enrolled on Count Day are to be addressed first. The “ENROLLED\_COUNT\_DAY” flag will be turned on in the Certify reports beginning October 8, 2018.

The California English Learner Development Test (CELDT) has been replaced by the English Language Proficiency Assessments for California (ELPAC). All students must have an official English Language Acquisition status (ELAS) of EO, IFEP, EL, or RFEP. The initial ELPAC must be



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administered to students whose primary language is not English or American Sign Language and who do not have an official ELAS to determine their status as either English Learners or Initial Fluent English Proficient. The general procedures are outlined in Attachment D.

### **INSTRUCTIONS: I. BACKGROUND**

Each year, the California Department of Education (CDE) requires districts to report information for student and certificated staff with active enrollments or assignments, respectively on Fall Census Day, also known as CBEDS Information Day. Fall Census is conducted annually to collect the required Census data from MiSiS for submission to the CDE via the California Longitudinal Pupil Achievement Data System (CALPADS).

Schools must ensure all data for students and teachers with active records as of Census Day (October 3, 2018) is accurate by November 14, 2018, as these will be submitted to the state for certification. Once certified, these records will comprise the official Fall Census Data. 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 the 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 and generate accountability reports. These official counts, include:

- Grades TK-12 enrollment by grade, ethnicity/race and other categories;
- 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.
- Number of student suspensions and expulsions



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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 many school staff members. 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 and demographics, scheduling, attendance, English Learner Master Plan 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, 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 scheduled, and all teachers are properly assigned.
5. Certify that the school's data in MiSiS is complete and accurate by November 14, 2018.

### III. 2018-19 FALL CENSUS PROCEDURES

Upon receiving Certify emails, Data Designees should log on to Certify using their Single Sign-On, 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 be review manually.

Changes made in MiSiS will be submitted to CALPADS throughout the school year; schools should 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 3, 2018.



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- Schools will have until 5:00 p.m. on November 14, 2018 to check and update their Fall Census Day information in MiSiS.
- On November 14, 2018, 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 14, 2018 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 1 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).
- On November 15, run and keep copies of specified lists or reports reflecting October 3 information.
- Review and update prior year 12<sup>th</sup> grade students' exit information as necessary.

### RELATED RESOURCES:

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

REF-6885, 2016-2016 Certify Data Tool Policy and Procedures, issued by the Office of Data and Accountability.

REF-6569.1, More Than a Meal Campaign for Local Control Funding and Title I Consolidated Collection, issued by Food Services Division.

### ASSISTANCE:

For assistance with MiSiS, call MiSiS Support, 213-241-4850.

Assistance with Certify 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 (fax #: 213-241-8969).



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Reclassification issues, 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.

EL authorizations, call Certificated Credentials and Contract Services, 213-241-6520.

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

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

Homeless students, call Homeless Education Office, 213-202-7581.

Migrant students, call Migrant Student Office, 213-241-0510.



ATTACHMENT A

**2018-19 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 five areas:

- Enrollment and Demographics
- 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, 2018. 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 Scheduled in Invalid Classes
- Students in Independent Study
- Homeless Students
- Bilingual Paraprofessionals Providing Primary Language Support
- 2015-16 Grade 12 Students (High Schools)

**Certificated Staff Information**

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



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### A. **STUDENT CLASS SCHEDULE**

All enrolled students should have a full day of classes in MiSiS. 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.

#### 1. **Students Scheduled in Invalid Classes**

Schools should not have any students listed in the “Invalid Courses Report”, which can be accessed as follows:

Step 1: Log into MiSiS with the appropriate role (e.g., Scheduling Administrator or Office Manager).

Step 2: Click on the Reports tab.

Step 3: From the Data Cleansing menu, select the “Invalid Courses Report.”

Step 4: Select your Local District, Campus, and School.

Step 5: The Summary View opens first with the total number of students.

Step 6: Click on the number to get the student list.

#### 2. **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 into MiSiS with the “Scheduling Administrator” role.

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

Step 3: Select the correct term (e.g., 2018-2019 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.



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### 2. **Alternative/Dual Language Programs**

For elementary and secondary Alternative/Dual Language Programs., e.g., Newcomer with Primary Language Instruction, Maintenance and Transitional, indicate the master plan program and language of instruction (or target language) and the 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.
- Select appropriate EL Services.

### 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.

### 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





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certificated staff assigned to the school. Distribute Attachment E to certificated staff currently assigned to the school to collect the years of service information. 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 into MiSiS 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 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 into MiSiS 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 Systems Branch at 213-241-2081 or School Information Branch at 213-241-2450 or the MiSiS Helpdesk at 213-241-5200.

**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:



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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 & Assignment	Section Location	Period	Course Number
Magnet Center – Magnet Coordinator	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
800104 Library/Media Lab
800202 Literacy Coach
800203 Math Coach
800206 Resource Teacher
800214 Title III Coach
800215 TSP Adviser
800301 RSP Teacher (Sp.
800310 Inclusion Teacher
800217 SPED Tchr

Activity Code and Position Title
900101 Principal
900102 Assistant Principal
910109 Coordinator, Special
910101 Coordinator,
910102 Coordinator,
910104 Coordinator, ESL/EL
910105 Coordinator, Gifted
910107 Coordinator, Magnet
930102 Dean
900104 Other Administrator

\*All students in an Expanded Transition to Kindergarten/Preschool/ Preschool Collaborative Co-teaching (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 into MiSiS with the Principal role and select Reports.

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)**

Grade 12 exit information, along with all other exit information, is submitted to CALPADS. The state will use these exit codes to calculate graduation and dropout rates. The Office of Independent Monitor also closely monitors 12<sup>th</sup> grade exit information to determine if the District meets selected Modified Consent Decree targets. It is imperative that schools verify and complete the 12<sup>th</sup> grade exit data.

MiSiS Field Name	MiSiS Screen
Withdrawal Type	Enrollment > Withdrawal History
Withdrawal Reason	Enrollment > Withdrawal History
Withdrawal Date	Enrollment > Withdrawal History

**Summer School Course Completers for the Class of 2018**

- Students need to complete courses on or before **August 15, 2018** to be considered cohort graduates of 2018.
- If a student completed all graduation requirements on or before August 15<sup>th</sup>, schools must, update the MiSiS leave code to L7-90, and use the date of June 7, 2018 as the withdrawal date.
- Leave code corrections and transcript updates **must be entered** into MISIS no later than **September 10<sup>th</sup>** to capture 2018 cohort graduates.

**New School Year**

- If the student completed a summer course **after** August 15<sup>th</sup>, the student **must be enrolled** in the 2018-2019 school year for two days with an *Attendance Category* of **Non-ADA**.
- All courses must be entered into the transcripts prior to withdrawing the student.



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- The leave code must be entered as L7-90 and the withdrawal date will be the second day.

See REF-055699, Adjusted Cohort Graduation Rate (ACGR), dated August 30, 2018 for additional information.



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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. Lang.</u>	79	Tongan
61	Farsi (Persian)	03	Apache	80	Turkish
88	Fijian	04	Cherokee	81	Ukranian
31	Finnish	05	Choctaw	82	Urdu
33	Flemish	06	Cree	108	Uzbek
35	French	09	Crow	83	Vietnamese
37	German	07	Hopi	84	Yiddish
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.

<b>Withdrawal Type</b>	<b>Applicable Withdrawal Reason</b>	<b>Validation Documentation</b>
<b>L1 Same School</b>	Other (23) Special Education Assignment (03)	Not applicable
<b>L2 Other LAUSD School</b>	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
<b>L3 California Public School Outside LAUSD</b>	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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<b>Withdrawal Type</b>	<b>Applicable Withdrawal Reason</b>	<b>Validation Documentation</b>
	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 <a href="#">Enter the Records Request in MiSiS.</a>
<b>L4</b> California Private School	Private School (38)	Copy of CA Private School Affidavit  Enrollment Verification Letter Records Request from the new school <a href="#">Enter the Records Request in MiSiS</a>
<b>L5</b> 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 <a href="#">Enter the Records Request in MiSiS</a>

<b>Withdrawal Type</b>	<b>Applicable Withdrawal Reason</b>
<b>L7</b> 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 <sup>th</sup> Grade (99) Special Education Certificate of Completion (92) Special Education Prior Completer (95)



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<b>Withdrawal Type</b>	<b>Applicable Withdrawal Reason</b>
<b>L8</b> 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) will completely replace 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 who do not have an official English Language Acquisition Status (ELAS) of EL or IFEP. A major change between CELDT and ELPAC is that ELPAC allows schools to submit an ELAS Start Date that is before the student's Enrollment Start Date.

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 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.

Below is the process that the data for students with English Language Acquisition Statuses of TBD must go through before their initial assessments become official. The parts of the process that are the responsibility of the State Reporting Services Branch (SRSB) and those of schools with students with ELAS of TBD are highlighted in the cycle described below.

### English Language Proficiency Assessments for California (ELPAC) Cycle

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

- 1) Submit enrollment records on or after July 1, 2018 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 2018–19 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 should 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 of July 1 or current school year
    - iii) A primary language other than English or American Sign Language
- 2) Uploaded student records to CALPADS so that student information appears on the TOMS Initial Eligible Student List (approximately 48 hours).



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### **Schools will:**

- 3) Administer the paper-pencil Initial ELPAC to eligible pre-enrolled students on or after July 1, 2018. 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 any student on the Initial Eligible Student List.
- 4) Manually determine the overall scale score, the overall performance level, and calculated ELAS (EL or IFEP), 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). It is highly recommended to enter the Initial ELPAC scores to LST as soon as possible.
- 5) Enter student's interim classification: ELPAC assessment date, Expected ELAS (EL or IFEP).
- 6) Upload from the Answer Book, the scores and the "Date Testing Completed," to the LST once the student appears in TOMS' LST.

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

- 7) Upload the report produced by LST with students official ELPAC overall scale score, an overall performance level, an ELAS of EL or IFEP, and the "Date Testing Completed," 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.