CBEDS

October 2005

California Basic Educational Data System
California Department of Education

ADMINISTRATIVE MANUAL

for CBEDS Coordinators

and School Principals

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A Message from the State Superintendent of Public Instruction

The California Basic Educational Data System (CBEDS) is an annual collection of basic student and staff data that the California Department of Education (CDE) implemented in 1980. Throughout the years, the data gathered from this collection have given local educational agencies and government organizations critical information on which to base their funding, research, program planning, and policy decisions. In addition, CBEDS provides the public with important information about California's educational system.

Current CBEDS data also will be used to respond to some of the No Child Left Behind (NCLB) reporting requirements. For example, the CBEDS certificated staff form has been changed this year to give further flexibility in reporting the new NCLB data requirements.

Wednesday, October 5, 2005, is CBEDS Information Day, the day that staff in your schools are asked to collect their annual data. The data should be submitted to the CDE no later than October 31, 2005.

Thank you for all your hard work. I appreciate your attentiveness to the accuracy of your data and your important efforts to support our students and our schools.

JACK O'CONNELL
State Superintendent of Public Instruction

General Information About CBEDS

Contact Information

The California Department of Education (CDE) is responsible for the administration and management of CBEDS. This function is under the direction of the Educational Demographics Office.

GENESIS DATA collects data for CBEDS through a contract with CDE. CDE conducts the data analysis of CBEDS and is responsible for maintaining the basic data.

Questions about distribution, collection, packaging of materials, missing supplies, and general inquiries should be directed to the CBEDS Coordinator, GENESIS DATA, at (510) 352-4607.

Questions related to the use of CBEDS software should be directed to the GENESIS DATA CBEDS Help Desk at (877) 613-3282.

To secure additional materials, contact the county CBEDS coordinator in the appropriate office of the county office of education.

Questions about the content of CBEDS should be directed to the California Department of Education, Educational Demographics Office, at (916) 327-0219.

To obtain a county-district-school (CDS) code for a new school, contact the CDS administrator at (916) 327-4014.

Information for CBEDS coordinators is available on the California Department of Education Web site at http://www.cde.ca.gov/ds/sd/cb/materials.asp

Significant Dates - CBEDS 2005

By September 2	CBEDS coordinators receive materials from GENESIS DATA.
By September 16	CBEDS coordinators train school staff in administrative procedures.
October 5	INFORMATION DAY.
October 21	Schools return materials to district CBEDS coordinators.
By October 31	Districts ship materials or submit data via the Internet to GENESIS DATA.
November 15	We will notify your district superintendent if your CBEDS data are not received by this date.
January 27, 2006	Final date to submit any amendments to the CDE.

What Is CBEDS?

The California Basic Educational Data System (CBEDS) is a statewide database which has as its data sources county offices of education and school districts. CBEDS gathers information on staff and student characteristics as well as enrollment and hiring practices. Three separate forms are used to collect these data: the *County/District Information Form*, which gathers data on staff and enrollment; the *School Information Form*, which collects staff and enrollment data specific to schools; and the *Professional Assignment Information Form*, which collects data on certificated staff from county offices of education and school districts.

What Information Is Collected?

The County/District Information Form (CDIF) requests information on the following:

- **Classified staff** — number of staff by type, gender, and racial/ethnic designation
- **Gifted and talented education** — number of students by gender and racial/ethnic designation
- **Teacher hires** — estimated number of hires by subject area for 2006-07
- **High school graduation requirements** — by subject area, the minimum units required for a high school diploma for 2005-06
- **Student interdistrict transfers** — number of students who are interdistrict transfers

The School Information Form (SIF) requests information on the following:

- **Classified staff** — number of staff by type, gender, and racial/ethnic designation
- **School enrollment** — an unduplicated count by grade, gender, and racial/ethnic designation of students enrolled on Information Day
- **High school graduates** — number of graduates in 2004-05 by gender and racial/ethnic designation (See also No Child Left Behind [NCLB] .)
- **High school graduates (completing UC/CSU entrance requirements)** — number of graduates in 2004-05 who completed all courses required for UC/CSU entrance, by gender and racial/ethnic designation
- **Enrollment in selected high school courses** — number of students in grades 7-12 enrolled in selected mathematics and science courses, by gender and racial/ethnic designation
- **Career-technical education enrollment** — number of students in grades 9-12 enrolled in career-technical education courses, by gender and racial/ethnic designation
- **Dropouts** — number of dropouts in 2004-05, by gender and racial/ethnic designation, for grades 7, 8, 9, 10, 11, and 12 (See also NCLB.)

- **Alternative education** — number of participating students by program type, total unduplicated count of alternative education students, and number of graduates meeting high school requirements through independent study
- **Technology** — number of computers used for instruction-related purposes and number of classrooms with access to the Internet
- **Educational calendar** — type of calendar on which the school operates
- **No Child Left Behind (NCLB) Reporting Requirements** — for 2004-05, the number of dropouts in grades 9, 10, 11, and 12 and the number of graduates for migrant education, English learner, special education, and socioeconomically disadvantaged students

The Professional Assignment Information Form (PAIF) requests the following information for certificated staff:

- **County, district, school name** — is used as location identifier for data reported in the system.
- **Highest educational level** — provides statistical description of the education of professional staff.
- **Racial/ethnic designation** — provides totals for each category for state and federal reporting.
- **Gender and birth year** — are used for statistical computation of age and gender for descriptive and planning purposes, especially in supply and demand studies.
- **Educational service** — provides statistical description of educational experience of professional staff; is used for transiency and mobility studies.
- **Assignment or course** — provides descriptive data for classes and nonteaching assignments.
- **Position** — is used to prepare statistics on employment status for professional staff.
- **Teaching credentials** — are used to project teacher training needs.

How and When Is Information Collected?

Early in the fall, data collection materials are distributed to the county and district CBEDS coordinators who, in turn, distribute them to the schools prior to Information Day. If data cannot be collected on Information Day because of a conflict with other district activities, at the discretion of the superintendent, the data may be collected on another day of the same week. Year-round schools should also report the students and staff who are off track on Information Day.

Who Provides Information for CBEDS?

Each county/district superintendent has been asked to designate a CBEDS coordinator. It is the CBEDS coordinator's responsibility, on behalf of the superintendent, to ensure that all CBEDS data collections and reporting procedures are followed. The CBEDS coordinator should serve as the primary source for clarifying instructions on completing the CBEDS forms. Each district is responsible for assisting the CBEDS coordinator. District CBEDS coordinators are responsible for collecting and reporting CBEDS data for all charter schools in their districts.

On Information Day each county office of education, school district, and school is responsible for ensuring that the CBEDS forms appropriate to their level are completed. What follows is an identification of the form and educational agency responsible for completing it.

The County/District Information Form is to be completed by:

- County offices of education
- Local school districts operating elementary and/or secondary schools (Single-school districts should complete and return both the CDIF and the SIF.)
- California Education Authority
- State Special Schools

The School Information Form is to be completed by:

- All public schools maintained by county offices of education (including juvenile halls and other special schools) except for preschools, children's centers, after-school programs, adult schools, and regional occupational centers/programs
- All public schools administered by a school district except for preschools, children's centers, after-school programs, adult schools, and regional occupational centers/programs
- All public schools maintained by the California Education Authority
- State Special Schools

The Professional Assignment Information Form is to be completed by:

- **Certificated employees employed in a certificated** position in a school district, the county office of education, the California Education Authority, or the State Special Schools
- **District, pre-intern, or university interns** authorized by the Commission on Teacher Credentialing and employed in a certificated position in a school district, the county office of education, the California Education Authority, or the State Special Schools
- **Noncertificated administrators** in the school district or the county office of education at the **level of assistant, deputy, or associate superintendent, or higher, if the district governing board has waived certification requirements**
- **Noncertificated administrators** in a **charter school**
- **Substitute teachers** serving as **long-term substitutes** as defined by the district

The Professional Assignment Information Form should **not** be completed by:

- Certificated employees in adult education, regional occupational programs (ROP), preschool, or before- or after-school child care programs that do not include instructional programs designed to meet requirements for promotion or grade-level standards
- Classified employees in noncertificated positions below the level of assistant, deputy, or associate superintendent
- Short-term substitute teachers as defined by the district

Collecting Data from Absentees

Professional staff absent on Information Day should complete the PAIF when they return to work if the district schedule for returning completed forms can be met. Those absentees who have not returned by October 14 will not be required to complete the form; however, principals must complete forms for those absentees. Name and social security number (if used as the unique identifier) may be provided only with the consent of the absent staff member. If the regular classroom teacher is on a leave of absence on Information Day but will return on or prior to October 31, report the regular classroom teacher. If the regular classroom teacher will not return until after October 31, report the long-term substitute or the teacher who has responsibility for the class.

How Is the Information Used?

Information collected through CBEDS is designed primarily for use by CDE to produce state and federal reports required in whole or in part by *Education Code* sections 10600-10610, 52616, 54141, and 58511; by *Government Code* sections 13073 and 13073.5; by *California Code of Regulations, Title 5*, Section 97; by Public Laws 94-142 and 94-482; and by Titles VI and IX of the Civil Rights Act of 1964, as amended.

CBEDS data are also used to compute funding for Instructional Materials; Career-Technical Education; Title I, Improving the Academic Achievement of the Disadvantaged, Part A - Improving Basic Programs Operated by Local Educational Agencies; Title V, Promoting Informed Parental Choice and Innovative Programs - Part A, Innovative Programs; 21st Century Community Learning Centers Program; 21st Century After School Safety and Enrichment for Teens Program; After School Education and Safety Program; Title IV, 21st Century Schools, Part A, Safe and Drug-Free Schools and Communities; Healthy Start Support Services grants; the California Technology Assistance Project; Title II, Part D, Enhancing Education Through Technology Formula and Competitive Grants; Education Technology K-12 Voucher Program; Economic Impact Aid; Peer Assistance Review; School Safety and Violence Prevention; and class size reduction (K-3 and grade 9).

Additional uses of CBEDS data include projection of future enrollments, certificated employee ratios, career-technical education staff and student counts for federal reporting, curriculum offerings, course enrollments, and identification of areas of teacher needs. Data from CBEDS may also serve local needs, such as class load analyses and studies of staff comparability among schools.

CBEDS data, after review and certification, are also made available to educational institutions and the general public over the Internet. To access the data on the Internet, use the following address: *http://www.cde.ca.gov*.

Click on "Data and Statistics" and then select a subject listed on the left side of the page. For assistance accessing data, please contact the Educational Demographics Office at (916) 327-0219.

Receipt, Preparation, and Submission Process

All forms and manuals have been revised for 2005. Please destroy any materials you may have from previous years. Forms provided in 2004, or before, cannot be processed.

Inventory of Materials

Parcel delivery of CBEDS materials to each district will be based on the district's reporting option. **UPS** will be used to deliver materials to districts.

The packing list included with your materials contains the items and quantities enclosed in your shipment. Save the packing list for use in packing your materials for return to GENESIS DATA. County offices have the option of distributing and collecting CBEDS materials for all districts in their counties. County offices that have notified CDE of their intent to exercise this option should inform their districts of the procedures for returning the completed CBEDS materials to the county office. The materials you should receive for each reporting option are as follows:

Compact Disk (CD) Only - Shipment contains:
- CD
- PAIF "working copies" (may be requested if submitting over 100 PAIFs)
- Packing List
- List of Schools
- Two Administrative Manuals

Compact Disks (CD) (and/or paper PAIFs) - Shipment contains:
- CD
- PAIFs — one per certificated staff member (if not submitting PAIFs on disk or the Internet)
- PAIF "working copies" (may be requested if submitting over 100 PAIFs)
- School and County/District Header Sheet (if not submitting PAIFs on disk or the Internet)
- Administrative Manual for CBEDS Coordinators and School Principals — one per school and one for the district
- ARS return bar code label(s)
- Packing List
- List of Schools
- PAIF Instructions

Upon receipt of the shipment, check the materials received with the items enumerated on the packing list. If any materials are missing, call the GENESIS DATA CBEDS Coordinator at (510) 352-4607.

Contact the Educational Demographics Office if you need additional blank PAIFs.

Receipt of SIF, CDIF and PAIF

Software on CD-ROM. Software for the SIF/CDIF and PAIF was developed on a Windows platform and can be run on Windows 95, Windows 98, Windows 2000, Windows XP, or Windows NT. All county and district offices will receive the CBEDS program on a CD-ROM.

For the SIF/CDIF, county and district offices will receive a CD-ROM with formatted data entry screens.

For the PAIF, county and district offices will receive a CD-ROM with formatted data entry screens that include 2004 PAIF biographical and credential data. The software provides county and district offices with the option of choosing to have the PAIF data entry screens include all assignment codes reported in 2004, only the assignment code in the first assignment block, or no assignment codes.

Paper. Counties and districts submitting fewer than 100 PAIFs may choose to receive the PAIF on paper. The CDIF and SIF are not available on paper this year.

Distribution of Materials to Schools

About two weeks before Information Day, county and district CBEDS coordinators should distribute the CBEDS materials to each school:

Software on CD-ROM. Distribute the following materials if submitting data on software:
SIF, CDIF, and/or PAIF working copies (if using working copies to collect data)

Paper. Distribute the following materials if submitting data on paper:
- Administrative Manual
- One School Header Sheet
- Preprinted PAIFs for certificated staff at the school
- Blank PAIFs for certificated staff at the school who do not have a preprinted form
- PAIF Instructions

The PAIF should not be stapled to any other materials. Care should be taken to maintain the confidentiality of the preprinted information on the PAIFs.

School administrators are instructed to return to the CBEDS coordinator preprinted PAIFs for persons no longer employed at their school. If these persons are employed at another location in the district, the CBEDS coordinator may forward the preprinted form to the site administrator for distribution to the proper individual. If this redistribution is not convenient, the preprinted form should be destroyed. Preprinted PAIFs for persons no longer employed by the district should be destroyed.

Preparation of Data

Software on CD-ROM. Districts must use the software to complete the CDIF and SIF. For the CDIF and the SIF, districts may either key in the data or import data that is formatted to CDE specifications. Automated error reports, reasonability checks based on the 2004 data, summary functions, and data reports are part of the program.

If a district chooses to report its PAIF data using the software, it will be important to organize the data so that individual PAIFs are completed from information contained in the district's central files. Districts should update all certificated staff records; add new records; and delete records for persons no longer in the district. Districts may, if submitting over 100 PAIFs, elect to receive the software with PAIF "working copies." These working copies are designed for districts that do not have a centralized method of obtaining CBEDS data and are used to collect CBEDS data from school sites prior to keying the data into the software.

Districts also have the option of importing data that are formatted to CDE specifications. The file layout is available from the software, or districts may request a printed version of the file layout from the Educational Demographics Office.

Paper. If a district chooses to report its PAIF data on paper, individual school principals distribute paper PAIFs to each certificated staff member for completion.

Collection of Data

It is the CBEDS coordinator's responsibility to collect and assemble all materials for return to GENESIS DATA. From the software, the CDIF, SIF, and PAIF may be submitted over the Internet. Districts submitting PAIF data by paper should receive forms from schools by October 21. This will allow for time to check and properly assemble forms before returning the PAIFs to GENESIS DATA.

Use the List of Schools to report school closures, school name changes, and grade-span changes.

Software on CD-ROM. If your district is submitting data by disk, package the disks and List of Schools securely for return to GENESIS DATA.

If your district is submitting all data by Internet, you may fax the List of Schools to the Educational Demographics Office at (916) 327-0195.

Paper. If your county or district is submitting PAIF data on paper, use the packing list to assemble the following:

- From the county or district office:
  — One County/District Header Sheet
  — The PAIFs for county office or district office personnel, with the appropriate header sheet
  — List of Schools
- From each school administered by the county office of education or local district:
  — One School Header Sheet
  — The PAIFs for school personnel with the appropriate header sheet
  — List of Schools

CBEDS coordinators should verify that one PAIF is included for each professional staff member (including district or university interns and pre-interns) at the reporting school, county, or district office and that a SIF has been completed for each school in the district. The

CBEDS coordinator should check the PAIFs from each school for completeness and should check the SIF for valid enrollment counts.

Do not return preprinted PAIFs for persons who have retired, are on leave, or are otherwise not currently employed by the district.

The CBEDS coordinator should maintain a copy of the CDIF and/or SIF for his/her records and for the county office of education.

IMPORTANT

The CBEDS Coordinator's Checklist provides step-by-step instructions for collecting, reviewing, assembling, and packing the forms for return to GENESIS DATA. Return only completed forms to GENESIS DATA. Be sure to use only 2005 forms. Destroy any unused forms.

Submission Options and Return of Materials

Return all materials from districts or county offices of education to GENESIS DATA in a single shipment. **Do not return partial or incomplete shipments.**

Internet or diskette. Districts may return their completed SIF/CDIF and/or PAIF data to GENESIS DATA through the Internet or on diskette. Internet submission is encouraged because it is easy and avoids disk problems that have occurred in the past.

Paper. GENESIS DATA will use the **UPS Authorized Return Service (ARS).** Use the pre-addressed UPS ARS labels provided with your materials and follow the steps listed below:

1. Place an ARS label on each carton to be returned. Remove old labels if you are reusing the boxes in which materials were sent to you.
2. On the ARS label, indicate box # (for example box 1 of 2).
3. Place the boxes where UPS normally picks up or delivers packages to your district. If UPS makes regular stops at your district, you DO NOT have to call for pickup.
4. If UPS does not make regular pickups at your district:
   - Fax the Pickup Request Form to UPS at (510) 352-4608.
   - UPS will pick up the materials within two working days.
5. If you do not have a fax or you need additional ARS labels, call the GENESIS DATA CBEDS Coordinator at (510) 352-4607.
6. Materials may also be taken to any UPS center or mailing services business.
7. Except for marking the number of boxes returned, do not alter the return labels sent to you. Do not copy the ARS labels for use on additional boxes.
8. After returning your materials, destroy any remaining ARS labels. They cannot be used for future shipments. These labels can only be used for returning 2005 CBEDS materials to GENESIS DATA in San Leandro, California.

Send shipments to GENESIS DATA at the following address:

GENESIS DATA, Inc.
CBEDS Processing
433 Callan Ave., Suite 101
San Leandro, CA 94577

GLOSSARY OF TERMS

Administrative Employee

An administrative employee is defined as an employee of the district in a position requiring certification but who is not required to provide direct instruction to pupils or direct services to pupils (services such as those provided by a pupil services employee; see *Education Code* [EC] 41401). This category does not include mentor teachers, who are to be reported as teachers (EC 44496; AB 70, Ch. 1302, Stats. 1983).

Advanced Placement

Advanced Placement (AP) is a program that allows high school students to complete college-level course work. Colleges participating in the program may grant college credit or appropriate placement to students who pass the AP examination.

Alternative Education

"Alternative Education" is a course of study prescribed by the *Education Code* which is **different** from and is an alternative to conventional or regular instruction (see EC 51225.3 [b]). For the district, it may be **mandated** (as with a continuation high school) or **optional** (as with a "magnet," an independent study option, or a partnership academy). For pupils and teachers in an alternative school or program established under the *Education Code* provisions for alternatives (see EC 58500-58512), participation is always voluntary.

For some other educational alternatives, including continuation and opportunity education, pupil and teacher participation may be involuntary. Alternative education is essentially **an alternative to regular schooling**. Students may be engaged concurrently in more than one alternative.

The categories within which students in alternative educational programs are to be reported on the School Information Form are discussed below:

"Continuation classes" are classes that meet the mandate for continuation education. These classes are maintained for students age 16 and older enrolled in the comprehensive high school or a continuation high school.

"Community/experience-based" means any instructional program that is based in the community, including community service, internship, city (or community) as school, school without walls, and experience or field-based education. (Do not report community day schools or county community schools in this program.)

"Opportunity" means an instructional program for pupils who are, or are at risk of becoming, habitually truant, irregular in attendance, insubordinate, or disorderly and who are provided with specialized curriculum, counseling, and psychological services for rehabilitation purposes. It is not a permanent alternative to regular education. It is typically provided in one classroom with one or more teachers. (See EC 48630-48637.)

"Magnet" means any program or school within a school designed to attract students from their school of residence. A magnet school/program is established and operates on the basis of a particular curriculum theme and/or a particular instructional mode or structure; it may or may not be intended for achieving racial balance.

"Pregnancy/parenting" refers to the total number of identified pregnant/parenting female and expectant/parenting male pupils who receive specialized services (child care, classes, counseling, case management, etc.) through the school or program in which they are enrolled.

"Independent study" means an alternative to classroom instruction consistent with the district's course of study that is engaged in voluntarily by the student in accordance with the terms and conditions of a written agreement as required by *Education Code* sections 51745-51749.3. The student's study is always under the general supervision of a certificated district teacher. Count only students taking all or most of their classes through independent study for at least a semester or who will take all or most of their classes through independent study for at least the rest of the semester.

"Total (unduplicated)" means the total number of students reported in one or more of the alternative education categories. Do not report the student more than once on this line.

"Other" means all alternative education not encompassed by continuation classes, community/experience based, independent study, magnet, opportunity, and pregnancy/parenting. Included, for example, are specialized secondary programs, partnership academies, and "EC 58500 schools." "Other" would **not** include community day schools (EC 48660).

"Number of graduates meeting high school requirements through independent study" is for reporting the number of students who were engaged in independent study and who either graduated from high school or successfully completed a high school equivalency exam (i.e., General Education Development or California High School Proficiency Examination) during the prior school year. Count only students who took a class or classes through independent study and who would not have been able to graduate with their class, or successfully complete a high school equivalency exam, without the availability of the independent study class or classes.

Classified Employee

A classified employee is defined as an employee of a school district who is employed in a position not requiring certification qualifications. In addition to the paraprofessionals and office/clerical staff, "other classified staff" may include custodians, food service staff, bus drivers, business managers, or staff below the level of assistant,

deputy, or associate superintendents who hold positions not requiring credentials. For CBEDS reporting, do not include preschool, adult education, or ROP classified employees.

County and district offices may use different time periods to qualify employees as full time. For CBEDS reporting, refer to your county or district's definition of full time in order to determine if an individual classified staff member should be reported as full time or part time. If your county or district does not have a definition for full time, report staff members who work 30 hours or more per week as full time; and staff members who work less than 30 hours per week as part time.

Dropouts

The California Department of Education defines a dropout for the October 2005 CBEDS data collection as a person who meets the following criteria:

- Was enrolled in grades 7, 8, 9, 10, 11, or 12 at some time during the 2004-05 school year AND left school prior to completing the 2004-05 school year

OR

- Successfully completed the 2003-04 school year but did not begin attending the next grade (7, 8, 9, 10, 11, or 12) in the school to which he or she was assigned or in which he or she had pre-registered or was expected to attend during the 2004-05 school year

AND

- Is not enrolled and attending school as of Information Day, 2005.

Exclusionary conditions

The student is not a dropout if he or she meets any of the conditions noted below:

- The student has transferred to and is attending another public or private educational institution leading toward a high school diploma or its equivalent. This definition does not include adult education programs. See “Transfers to Adult Education Programs” for further explanation.
- The student has received a high school diploma or its equivalent (GED or CHSPE).
- The student has transferred to and is attending a college offering a baccalaureate or associate's program.
- The student has moved out of the United States.
- The student has a temporary school-recognized absence due to suspension or illness.
- The school has verified that the student is planning to enroll late (e.g., extended family vacation, seasonal work).
- The student has died.

Transfers to Adult Education Programs

Students under the age of 21 who enroll in adult education programs during the 2004-05 school year are to be counted as dropouts unless the school system remains responsible for the student. In that case, it is the high school's responsibility to check the status of those students on Information Day, October 2005. At that time, the following determination should be made:

The high school does not count students as dropouts if:

- They are enrolled and attending the adult education program.
- They have received a GED or adult education high school diploma.

The high school must count students as dropouts if:

- They are a "no-show" at the adult school.
- They have stopped attending the adult school before completion of the program.

This ensures that students who do not complete a program but for whom the district no longer takes responsibility are counted as dropouts.

Other Considerations

CDE maintains a policy regarding dropout verification that accepts documentation other than transcripts as evidence that students who have left school are enrolled in other institutions of higher learning or have received a high school diploma or its equivalent. The documentation must be received from a responsible adult having knowledge of the student’s status.

Districts are responsible for determining the status of their “no-show” students. “No-shows” are students who completed any of grades 7 through 11 during the 2003-04 school year but who did not begin attending the next grade in the school to which they were assigned or in which they had pre-registered or were expected to attend in the fall of 2004. It is important to verify if “no-shows” are dropouts or merely attending a school other than the school they were expected to attend. If you establish that a fall 2004 “no-show” student assigned to your school is a dropout, you are responsible for reporting that student as a dropout on the October 2005 CBEDS report.

Dropouts enrolled in "ungraded secondary" or “adults in K-12 programs” should be counted in the grade closest to their age group.

The following is a checklist to assist in determining if a student is a dropout.

DROPOUT CHECKLIST

A STUDENT WHO MEETS THE DEFINITION OF A DROPOUT AND	REPORT ON 2005 SIF AS DROPOUT?
Graduated, received high school diploma, GED, or CHSPE certificate	No
Special education student who has completed an individualized education program (IEP) or received a certificate of completion	No

Transferred to and is attending any public or private educational institution and is in a program leading toward a high school diploma or its equivalent (exception: adult education programs)	No
Died	No
Has not graduated, has not completed an approved program, has not died, and is not known to be in an educational program leading toward a high school diploma or its equivalent	Yes
Completed four years of high school, has not graduated or received a GED or CHSPE certificate, and is not known to be in an educational program leading toward a high school diploma or its equivalent	Yes
Was suspended or expelled and is not known to be in an educational program leading toward a high school diploma or its equivalent	Yes
Was incarcerated, in the armed forces, in the Job Corps, or in the Peace Corps and is not known to be in a secondary educational program	Yes
Left school to get married	Yes
Moved out of district or out of state and is not known to be in an educational program leading toward a high school diploma or its equivalent	Yes
Was reported as a dropout on a CBEDS School Information Form in any year prior to October 2004, re-enrolled in school since dropping out, subsequently left school, has not graduated or completed an approved program, and is not known to be in an educational program leading toward a high school diploma or its equivalent	Yes
District placed the student in an adult program but has no verification that the student is enrolled and attending the adult school	Yes
Has an illness, verified as legitimate	No
Is planning to enroll late (e.g., extended family vacation, seasonal work)	No
Was suspended or expelled and the term of suspension or expulsion is not yet over	No
Was expelled with no option to return	Yes
Was expelled and enrolled in another school and/or district	No
Completed an individualized education program (special education)	No

Educational Calendar

Single-Track Year-Round School: Students follow an educational calendar which has frequent and shorter vacation periods. The entire student body occupies the facility for on-track sessions and shares similar vacation schedules during off-track periods.

Multitrack Year-Round School: Students are divided into three to five groups to increase the enrollment capacity of the facility. The three, four, or five tracks rotate throughout the year, following an educational calendar which has frequent and shorter vacation periods. One of the tracks is always on vacation.

60/20: Under this plan, the school year is divided into three 60-day (12-week) instructional periods and three 20-day (4-week) vacation periods.

60/15: Under this plan, the school year is divided into three 60-day (12-week) instructional periods and four 15-day (3-week) vacation periods.

90/30: Under this plan, the school year is divided into two 90-day (18-week) instructional periods and two 30-day (6-week) vacation periods.

45/15: Under this plan, the school year is divided into four 45-day (9-week) instructional periods separated by four 15-day (3-week) vacation periods.

Concept 6: The school year is divided into two 80-day (16-week) instructional periods and two 40-day (8-week) vacation periods. This is a three-track calendar.

Custom Calendar: This is a year-round educational program, not described above, which has less than eight consecutive weeks of vacation scheduled during the school year.

Full-Time Equivalent (FTE) Employee–Certificated Staff Only

A local educational agency may use different time periods to qualify certificated employees as full time. For CBEDS reporting, refer to your county or district's definition of full time in order to determine if an individual certificated staff member should be given full-time equivalent status. If your county or district does not have a definition for full time, report staff members who work 30 hours or more per week as full time and staff members who work less than 30 hours per week as part time. Personnel who work less than full time are to be designated by the percentage of time they work. For example, a half-time person is .50 FTE; a quarter-time person is .25 FTE, etc.

Gifted and Talented Education (GATE)

Gifted and talented pupils are defined in the *Education Code* section 52201 as pupils enrolled in a public elementary or secondary school who are identified as possessing demonstrated or potential abilities that give evidence of high performance capability. High performance capability is defined by each school district governing board. Each district shall use one or more of the following categories in defining the capability: intellectual, creative, specific academic, leadership, high achievement, performing and visual arts talent, or any other criterion proposed by the district and approved by the State Board of Education in the district's GATE application. (EC 52202)

Grade Level

Grade level is established in accord with district criteria.

Information Day

On this day, personnel in schools, districts, and county offices of education are requested to provide information regarding school staff, enrollment, and accountability indicators.

Interdistrict Transfers

An interdistrict transfer student is defined as a student who resides within the attendance area of one California school district and who has sought and received a transfer permit to attend another school district. For CBEDS reporting, the district should report the number of interdistrict transfer students that are in attendance.

International Baccalaureate

The International Baccalaureate (IB) is an internationally recognized high school diploma. All IB diploma candidates are required to engage in the study of languages, sciences, mathematics, and humanities in the final two years of high school. Universities may grant college credit or appropriate placement to students who pass the IB examination.

No Child Left Behind (NCLB)

Migrant Education: Migratory students are eligible for funding if they have moved during the last 36 months because they or members of their family were trying to obtain temporary or seasonal employment in agricultural, dairy, fishing, or logging activities.

Limited-English Proficient (LEP): English learners and redesignated fluent-English proficient students are students who have not scored proficient or above on the California Standards Test in English-language arts for three years. For 2005, the student will be considered an LEP for NCLB purposes if the student's 2005 STAR student answer document has marked either (1) "English Learner" for the "English-Language Fluency" section; or (2) "Redesignated Fluent-English Proficient" for the "English-Language Fluency" section and "no" for the item "Has this student scored PRO (proficient) or ADV (advanced) 3 times on the ELA CST?"

Special Education: A child is counted as receiving special education when that child has a written IEP (individualized education program), IFSP (individualized family service plan), or ISP (individual service plan) and is enrolled in a school or program operated or supported by a public agency that provides the child with special education and/or related services that meet state standards.

Socioeconomically Disadvantaged Students: According to the definition adopted by the State Board of Education (SBE), the "socioeconomically disadvantaged" subgroup consists of pupils who meet either one of two criteria:
(1) neither of the pupil's parents has received a high school diploma; or (2) the pupil participates in the free or reduced-price lunch program.

Information from the STAR or CAHSEE (California High School Exit Examination) student answer document determines whether a student meets either criterion.

Other Classified Staff

Other classified staff includes all noncertificated staff not reported as “paraprofessionals” or “office/clerical staff,” such as managers, custodians, food service staff, bus drivers, noon duty supervisors, and staff below the level of assistant, deputy, or associate superintendent.

Paraprofessional

Paraprofessional includes teaching assistants, teacher aides, pupil service aides, and library aides.

Pupil Services Employee

A pupil services employee is defined as an employee of the district who is in a position requiring a standard designated services credential, health and development credential, or a library media teacher credential and who performs direct services to pupils (counselors, guidance and welfare personnel, library media teachers, psychologists, etc.). Program specialists as defined in *Education Code* Section 56368 are also to be reported as pupil services employees.

Racial/Ethnic Designations

The following racial and ethnic designations and definitions have been modified to reflect the new federal standards and more current use. The racial/ethnic designation which most closely reflects the individual’s recognition in the community should be used for the purposes of this report. For student enrollment, report each student in only one designation. For each certificated staff, the district may report one or more racial/ethnic designation(s).

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, and Vietnam). On the PAIF, the racial/ethnic designation of Asian is further broken into sub-categories.

African American, not of Hispanic Origin: A non-Hispanic person having origins in any of the black racial groups of Africa.

Filipino: A person having origins in any of the original peoples of the Philippine Islands.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands (excludes the Philippine Islands). On the PAIF, the racial/ethnic designation of Pacific Islander is further broken into sub-categories.

White, not of Hispanic Origin: A non-Hispanic person having origins in any of the original peoples of Europe,

North Africa, or the Middle East (e.g., England, Portugal, Egypt, and Iran).

Multiple or No Response: This is **not** a designation that should be used for local collection of racial/ethnic data from individuals. This designation, probably an interim measure, should be used to report aggregated data from districts that have decided to allow parents or students to identify more than one race or ethnicity or to not make any identification. This designation has been added to provide reporting flexibility to districts that may already be implementing the federal standards. There is no requirement that districts change their racial/ethnic data collection at this time.

Special Education Reporting

Report each special education student (including those in special day class) in the grade appropriate to his or her level. This is important because some funding sources use CBEDS enrollment counts from specified grade levels, and ungraded students may not be counted. If it is not possible to report a grade level for the special day class students, school districts may report them on CBEDS in either "ungraded elementary (K–8)" or "ungraded secondary (9–12)." Do not report preschool special education students.

Districts should report only those students who are enrolled in kindergarten through grade 12.

Support Teaching Assignment

This is instruction provided by a teacher who is not the primary teacher of record for those students. In most cases, this is a teacher who provides instruction to students in multiple classrooms at a school or to multiple schools. This teacher may also provide instruction to small groups of students within a classroom or in another setting. The support teaching assignment codes are intended for elementary teaching assignments. In most cases, the middle and high school teachers should not use these codes to report their assignments.

Teacher

A teacher is defined as an employee of the school district who holds a position requiring certification and whose duties require direct instruction to the pupils in the school(s) of that district. Mentor teachers are to be reported as teachers. Report long-term substitutes as teachers only if the employees for whom they are substituting are not reported.

Teaching Credentials

Full Credential: Held by a teacher who has completed the teacher preparation program and who holds a preliminary, clear, professional clear, or life credential.

District Internship: District credential program in which interns participate in preparation that includes staff development but may or may not include college course work.

University Internship: University credential program in which the intern is enrolled in the university and takes course work while teaching.

Pre-intern: The pre-internship program sponsored by school districts or county offices. It is designed to assist and support teachers in meeting subject-matter competence for an internship program or full credential. Employers provide basic training in classroom management, lesson planning, and teaching methods.

Emergency Permit: Requested by an employer on behalf of an individual who does not qualify for a credential or internship but does meet minimum certification requirements. The permit holder completes credential requirements through a college or university to renew the emergency permit. Districts are not required to report an authorization for the "30-day emergency permit" for purposes of this collection.

Waiver: Requested by an employer on behalf of an individual when the employer is unable to find credentialed teachers or individuals who qualify for an emergency permit.

Ungraded Elementary (K–8)

Ungraded elementary means any student in kindergarten through grade 8 in an ungraded program. This category may include special education students in special day classes.

Ungraded Secondary (9–12)

Ungraded secondary means any student in grades 9 through 12 (excluding adults in a K-12 program) in an ungraded program. This category may include special education students in special day classes (including special education adults under 23 years of age.)

APPENDIX

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CBEDS

California Basic Educational Data System
California Department of Education

County/District Header Sheet

October 2005

- Use a number two pencil to mark this form.
- Make all marks black and heavy.
- Erase completely any marks you wish to change.

Complete this form and place it on top of the completed Professional Assignment Information Forms (PAIFs) for certificated staff who are assigned to this county or district office. The purpose of this header sheet is to provide a count of completed forms as well as to ensure that the appropriate county-district code is linked to the completed PAIFs. IMPORTANT: When entering the number of PAIFs being returned (see box below), do NOT add in the number of PAIFs being returned with School Header Sheets for certificated staff assigned to specific schools.

County: _____

District: _____

County-District Code: _____

NUMBER OF SCHOOLS

In the boxes above the columns of circles, write in the number of schools in this county or district for which completed School Information Forms are being returned. If the number being entered has less than three digits, use preceding zeros. For example, write in 002 or 022. In each column, blacken the circle which corresponds to the number written above (including preceding zeros).

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

NUMBER OF PAIFs RETURNED FOR STAFF AT COUNTY/DISTRICT OFFICE ONLY

In the boxes above the columns of circles, write in the number of completed PAIFs being returned for certificated staff not working at a school site. If the number being entered has less than four digits, use preceding zeros. For example, write in 0002, 0022, or 0222. In each column, blacken the circle which corresponds to the number written in the box above (including preceding zeros). The county/district code on the County/District Header Sheet must match that on the PAIFs.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

DO NOT WRITE IN THIS BOX

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

CBEDS

School Header Sheet

October 2005

California Basic Educational Data System
California Department of Education

- Use a number two pencil to mark this form.
- Make all marks black and heavy.
- Erase completely any marks you wish to change.

Complete this form and place it on top of the completed Professional Assignment Information Forms (PAIFs) for certificated staff who are assigned to this school. The purpose of this header sheet is to provide a count of completed forms as well as to ensure that the appropriate county-district-school code is linked to the completed PAIFs.

County: _____

District: _____

School: _____

County-District-School Code: _____

NUMBER OF PAIFs RETURNED FOR STAFF AT THIS SCHOOL

In the boxes above the columns of circles, write in the number of completed PAIFs being returned for certificated staff assigned to this school. If the number being entered has less than three digits, use preceding zeros. For example, write in 002 or 022. In each column, blacken the circle which corresponds to the number written in the box above (including preceding zeros). The county-district-school code on the School Header Sheet must match that on the PAIFs.

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

DO NOT WRITE IN THIS BOX

0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9

CBEDS COORDINATOR'S CHECKLIST (for paper PAIF submission only)

Use the following step-by-step instructions for collecting, preparing, and packing CBEDS materials.

_____ 1. Collect all materials from the county or district office and schools by October 21, 2005.

_____ 2. Check the County/District Information Form to be sure that all data elements are accurate and complete.

_____ 3. Complete the County/District Header Sheet.

_____ 4. Check that there is a completed Professional Assignment Information Form (PAIF) for each certificated staff member in the county or district office. Check each PAIF for:

- Complete and accurate gridding
- Accurate information, including assignment codes
- Heavy and dark response marks that completely fill the ovals
- Stray marks (erase completely so as not to interfere with scanning)

_____ 5. Assemble documents as follows:

- County/District Header Sheet
- PAIFs for county or district office personnel

_____ 6. Bundle forms together using a strip of paper fastened to itself with tape. Do not use string, rubber bands, or tape to secure the bundle, as this could damage documents and render them unscannable.

For each school (items 7-10):

_____ 7. Check the School Information Form data for accuracy and completeness.

_____ 8. Make copies as appropriate for your records.

_____ 9. Check the School Header Sheet for proper completion.

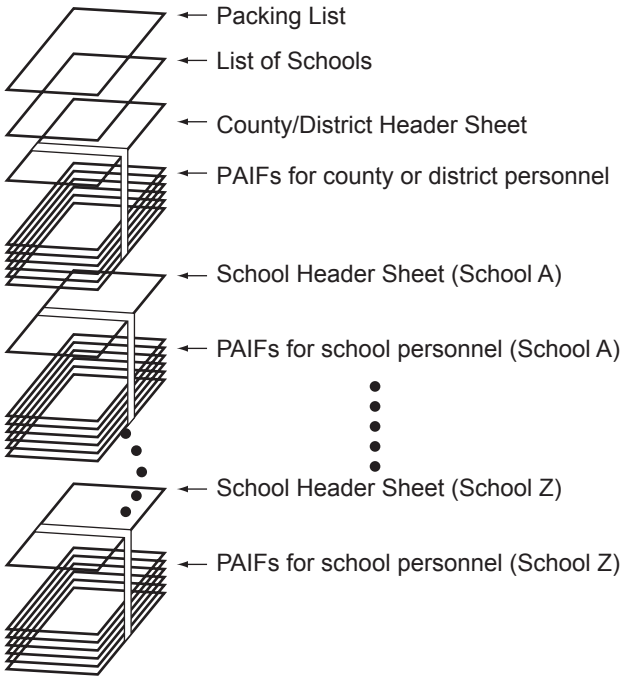
_____ 10. Check to see that each school bundle is in the following order:

- School Header Sheet
- PAIFs for school personnel

_____ 11. Collect together all banded bundles.

_____ 12. Place the Packing List and the List of Schools on top of the bundles.

_____ 13. Check that all documents are assembled in following order:



_____ 14. Package PAIFs, Packing List, and List of Schools for return shipment to GENESIS DATA. Follow return procedures printed on the Packing List. Submit the County/District Information Form and School Information Form over the Internet or on disk. If submitting on disk, include disk in this package.

Instructions for Completing the County/District Information Form

General Instructions

- Complete only one County/District Information Form.
- Report data current as of Information Day unless otherwise directed.
- Make copies for the county office of education and for your records as appropriate.
- Send the completed form to GENESIS DATA.
- Refer to the CBEDS Coordinator's Checklist (page 17) for instructions for assembling and returning documents.

Special Instructions

- **County Offices.** Report information only for students and staff in programs administered by the county office. Do not aggregate or duplicate district data.
- **District Offices.** Do not aggregate or duplicate information reported on a school report.

Detailed Instructions by Item

A. Number of Classified Staff

Report in lines 1-6, by type, gender, and racial/ethnic designation, the number of full-time and part-time classified employees assigned to the district office or county office of education and not a specific school site. Do not report adult education, ROP, or children's center/preschool classified staff. To be considered full time, classified staff must work a minimum of six hours daily or not less than thirty hours a week. Refer to the Glossary of Terms for definitions of "racial/ethnic designation," "paraprofessional," and "other classified staff."

Report "paraprofessional," "office/clerical," and "other classified" staff members who work at a specific school site on the School Information Form.

If the "paraprofessional" or "office/clerical" staff serve at more than one school, they should be reported only once on the School Information Form and at the school where they serve a majority of their time.

If the "other classified" staff serve at more than one school, they should be reported on the County/District Information Form.

Classified staff who work in more than one position within the same school district should select one of the positions to report.

Do not report on the County/District Information Form the sum of the classified staff that were reported on the district's School Information Forms.

- **Single school districts report all classified staff on the School Information Form.**

B. Gifted and Talented Education

In line 7 report, by racial/ethnic designation, the numbers of pupils identified as gifted and talented in the district, regardless of whether or not these pupils are participating in the gifted and talented education (GATE) program. Include in the count gifted and talented pupils who have transferred from another district and who have been identified by the receiving district as gifted and talented. In these cases, the district may elect to accept the previous district's evaluation of GATE eligibility. Refer to the Glossary of Terms for the definition of "Gifted and Talented Education."

C. Estimated Number of Teacher Hires

Report the projected or estimated number of teacher hires for the 2006-07 school year to fill new positions or vacated positions. A vacated position occurs if a teacher is expected to retire, resign, transfer, or begin a leave of absence. Do **not** include teachers expected to remain with the district in a new specialization.

Report information about classroom teaching positions and specialist positions, including those funded by local, state, or federal monies. Do not include administrative, guidance, media, library, health service, or noncertificated positions in "other specializations."

D. High School Graduation Requirements (2005-06)

For your district's 2006 graduates, report the minimum number of units required in each subject, the total number of units needed for graduation in line 13, and the number of units in a one-year course in line 14. In addition to the minimum graduation requirements, if your district's graduation requirements include any of the specific mathematics and/or science subjects listed, report those units in the spaces provided.

E. Student Interdistrict Transfers

The district receiving the interdistrict transfers should report the total number of student interdistrict transfers from other California school districts as of October 5, 2005 (Information Day), regardless of the length of time the student has attended your district. Do not include student transfers from out-of-state school districts in Arizona, Oregon, and Nevada. Refer to the Glossary of Terms for further definitions.

©BEDS

California Basic Educational Data System
California Department of Education

County:
District:
CD Code:

County/District Information Form
October 2005

Single School Districts Should: Leave Section A blank. Report all classified staff on the School Information Form (SIF) only.			**Male**								**Female**								
			American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White-not Hispanic	Multiple or no response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latina	African American not Hispanic	White-not Hispanic	Multiple or no response	Totals
			(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)
A. Number of Classified Staff Report in whole numbers only classified employees who are assigned to the district office or county office of education.																			
1	Parapro-fessionals	Full-time																	
2		Part-time																	
3	Office/ Clerical Staff	Full-time																	
4		Part-time																	
5	Other Classified Staff	Full-time																	
6		Part-time																	
B. Gifted and Talented Education (GATE) Report the total number of identified GATE students. See glossary for definition.																			
7	GATE Students																		

*** * * Complete Sections C through E on reverse side * * ***

Make copies for the county office of education and for your records as appropriate.

County/District Information Form (Continued)

CD Code:

C. Estimated Number of Teacher Hires

For classroom teaching and specialist positions only. Report in FTEs (full-time equivalents) to one decimal place. (Do not include administrative, guidance, media, library, health service, or classified positions.)

	Subject Areas	Estimated Number of Teacher Hires for 2006-07
	(a)	(b)
1	Agriculture	.
2	Art	.
3	English and/or Drama	.
4	Business	.
5	Foreign Language	.
6	Home Economics	.
7	Life Science	.
8	Mathematics	.
9	Music	.
10	Physical Education/Health/Dance	.
11	Physical Science	.
12	Reading	.
13	Social Science/Studies	.
14	Trades and Industrial Arts	.
15	Special Education	.
16	Bilingual Education	.
17	Self-contained Classes	.
18	Other Specializations	.

D. High School Graduation Requirements (2005-06)

Minimum units required for a high school diploma. (Report units to one decimal place.)

	Subject Areas	Units
	(a)	(b)
1	English	.
2	Visual and Performing Arts	.
3	Foreign Language	.
4	Foreign Language **or** Visual and Performing Arts	.
5	Health	.
6	History - Social Science	.
7	Mathematics	.
8	Physical Education	.
9	Science	.
10	Community Service	.
11	Electives	.
12	Other Requirements	.
13	**Total units needed for graduation**	.
14	**Units in a One-Year Course** - Typically a one-year course is equivalent to 10 units. For example, if four years and 40 units of English are required for graduation, the number of units in a one-year course would be 10. **Report the number of units in a one-year course**	**Units** .

Specific Graduation Requirements for Mathematics and Science

Complete the following section ONLY if your district's high school graduation requirements for mathematics include any of the subjects listed below or for science specify laboratory science.

	Mathematics Required for Graduation	Units
15	Algebra I or Integrated Mathematics I (college preparatory)	.
16	Geometry or Integrated Mathematics II (college preparatory)	.
17	Algebra II or Integrated Mathematics III (college preparatory)	.
18	Probability and Statistics or Data Analysis	.
	Laboratory Science	**Units**
19	Laboratory Science required for graduation	.

E. Student Interdistrict Transfer

The districts receiving the interdistrict transfers should report the total number of students who are interdistrict transfers as of Information Day. If none, enter "0". See Administrative Manual for definition.

Name of person completing form (please print)	Telephone ( )
Title (please print)	**Extension**

Certification *I hereby certify that the data reported on this form are accurate and complete.*

Signature of Superintendent (or designee)	Date

Instructions for Completing the School Information Form

General Instructions

- Complete only one School Information Form for a school.
- Report data current as of Information Day.
- Make a copy for the county office of education as appropriate. Retain a copy for school files.

- **County Superintendents.** *Do not report data for students concurrently enrolled in a school district.*

Detailed Instructions by Item

A. Number of Classified Staff

Report, in whole numbers in lines 1-6 by type, gender, and racial/ethnic designation, the number of paid full-time and part-time classified staff as of Information Day. Do not report adult education, ROP, or children's center/preschool classified staff. Refer to the Glossary of Terms for definitions of "racial/ethnic designations," "paraprofessionals," and "other classified staff." Report classified staff who work at a specific school site on the School Information Form.

Report the "paraprofessional" or "office/clerical" staff who serve at more than one school only once on the School Information Form and at the school where they serve a majority of their time. Classified staff who work in more than one position within the same school district should select one of the positions to report.

If the "other classified" staff serve at more than one school, they should be reported on the County/District Information Form.

- **Single School Districts.** Report classified staff on the School Information Form only.

B. School Enrollment

Report in lines 7-22, by gender, grade level, and racial/ethnic designation, the current total unduplicated enrollment as of Information Day. Refer to the Glossary of Terms for "Ungraded Elementary" and "Ungraded Secondary" definitions.

Report all students enrolled in and attending a school or program leading to a high school diploma or its equivalent, including those absent on Information Day. If a student attends more than one school, report the student in the school where most of his/her time is spent.

Special education students under 23 years of age who are mainstreamed into the regular school program should be reported in the grade appropriate to their level. Special day class students may be reported in either "Ungraded Elementary" or "Ungraded Secondary" if it is not possible to report them in a grade level. Do not report preschool special education students.

Report the district's special education students who are sent to a nonpublic school for instruction the district is unable to provide.

Adults who are enrolled in a K-12 program leading to a regular high school diploma are to be reported separately by gender and racial/ethnic designation on the "Adults in K-12 Programs" line. This count is of students 21 years of age or older and students 19 years of age or older who have not been continuously enrolled in kindergarten or any of grades 1 to 12, inclusive, since their 18th birthday. This count should not include adult education students, adults in correctional programs (inmates), or adults in special education.

C. High School Graduates (2004-05)

In line 24 report, by gender and racial/ethnic designation, the number of high school graduates who received a diploma in the 2004-05 school year by meeting all high school graduation requirements reported in the graduation requirement section on the CDIF. Do not include in this section students with high school equivalencies (i.e., GED or CHSPE) or special education students completing an individualized education program (IEP). Districts should report the number of 2004-05 graduates at the school from which they graduated. A School Information Form is provided for those high schools and middle schools that closed after October 1, 2004. These "closed school" School Information Forms should only be used to report prior year (2004-05) graduate data and/or dropout data.

High School Graduates Completing Courses Required for UC or CSU Entrance

In line 25 report, by gender and racial/ethnic designation, the number of students who:

(1) Graduated in 2004-05 or who graduated in the summer of 2005 (**Note:** Exclude students graduating on the basis of the California High School Proficiency Examination, those graduating from programs administered by a community college, and those graduates of adult education programs.); and

(2) Completed all the courses required by UC or CSU and earned a "C" or better in each of the required courses.

The sequence of 15 courses required for UC/CSU admissions is known as the "a-g" requirements. Courses approved for your high school by the University of California to satisfy the "a-g" subject matter requirements must contain rigorous subject matter content as well as be academically challenging to ensure that the student attains essential critical thinking and study skills. The list of approved "a-g" courses is updated annually by the UC Office of the President based on information provided by each high school and can be found at *http://www.ucop.edu/doorways/*.

Both UC and CSU accept courses on the "a-g" list completed with a grade of C or better. There are slight differences in the UC and CSU requirements. The chart on page 27 gives a brief summary of the respective course requirements for UC and CSU admissions.

Line 25 is a subset of line 24. The number in each column in line 25 must be equal to or less than the number above it in line 24.

D. Enrollment in Selected Courses (Grades 7-12 only)

In lines 27-30 report, by gender and racial/ethnic designation, the number of students enrolled in the listed courses on Information Day. If your district offers these courses at a different time of year, and the students have been pre-enrolled, include these students in this section. Do not report students on block scheduling more than once on each line.

Intermediate Algebra/Algebra II corresponds to assignment codes 2404 and 2408.

Other advanced mathematics correspond to assignment codes 2407, 2409, 2410, 2411, 2414, 2415, 2417, 2419, 2422, 2427, 2430, 2480, 2481, 2483, 2460, 2461, 2462, and 2463.

Chemistry corresponds to assignment codes 2607, 2671, 2661, 2640, 2641, 2642, 2643, 2648, 2649, 2650, 2651 only and not to advanced courses in this subject area.

Physics corresponds to assignment codes 2613, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2672, 2673, 2662 only and not to advanced courses in this subject area.

E. Career-Technical Education Enrollment (Grades 9-12 only)

On line 31 report, by gender and racial/ethnic designation, the number of students enrolled in one or more of the district-offered career-technical education courses on Information Day. Count each student only once. If your district offers these courses at a different time of year, and the students have been pre-enrolled, include those students in this section. Do not include enrollment in ROC/P, even though such courses may be offered at the school site. Students taking a career-technical education class at a school different from their school of enrollment should be reported in this section at the school where they are enrolled in the class. These data are used to meet federal reporting requirements, which are not to include ROC/P.

F. Dropouts (2004-05)

In lines 32-37 report the number of dropouts by gender and racial/ethnic designation. Refer to the Glossary of Terms for the definition of a dropout and further clarification.

Districts should report the number of 2004-05 dropouts at the school from which they dropped out. A School Information Form is provided for high schools and middle schools that closed after October 1, 2004. These "closed school" School Information Forms should only be used to report prior year (2004-05) dropout data and/or graduate data.

G. Alternative Education

In lines 1-9 report the number of participating students for each type of alternative education, the total unduplicated count, and the number of graduates meeting high school requirements through independent study. Refer to the Glossary of Terms for further instructions.

H. Technology

Computers Used for Instruction-Related Purposes

In line 1 report the number of computers owned or leased by the school which are used for direct instruction, curriculum development, classroom management, preparation of instructional materials, or similar activities. The count should include computers used for instruction-related purposes that may not be located at the school site (e.g., computers loaned to teachers or students for work at home or at other locations). Do not include word processing-only computers. If there are no computers, enter “0.” If your school does not provide this count, we will assume the answer is “0.”

Internet Access

On line 2 report the number of classrooms or other instructional settings at the school (such as computer lab, library, or career center) with an Internet connection. This connection may include either access through a modem by dialing an Internet provider or access through a network of computers that has Internet access.

Count each classroom, instructional setting, or computer lab only once, even if the classroom has more than one computer with Internet access. If there are no classrooms with Internet access, please enter “0.” If your school does not provide this count, we will assume the answer is “0.”

I. Educational Calendar

Report the type of calendar on which your school operates. Do not report both single-track and multitrack for a single school site. If any part of the school is year-round, check single-track or multitrack. If your school does not complete this section, we will assume that the school is on a traditional calendar. In the Glossary of Terms, refer to “Educational Calendar” for the definitions.

J. No Child Left Behind (NCLB) Reporting Requirements

Refer to the Glossary of Terms for the definition of each of the categories.

Dropouts

Report the number of dropouts by grade level for each of the categories listed. These may be duplicated counts across the categories listed. The counts by grade and category must be less than or equal to the number of dropouts reported in section F.

Graduates

Report the number of graduates by category for the 2004-05 school year, including the 2005 summer graduates. The counts of graduates by category must be less than or equal to the number of graduates reported in section C.

School Information Form
October 2005

COUNTY:

DISTRICT:

SCHOOL:

CDS Code:

Make copies for the county office of education and for your records as appropriate.

CBEDS

California Basic Educational Data System
California Department of Education

County:
District:
School:
CDS Code:

School Information Form
October 2005

			Male								Female								
			American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White-not Hispanic	Multiple or no response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latina	African American not Hispanic	White-not Hispanic	Multiple or no response	Totals
			(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)
A. Number of Classified Staff			Report in whole numbers. (Single school districts should report classified staff only on this form.)																
1	Paraprofessionals	Full-time																	
2		Part-time																	
3	Office/ Clerical Staff	Full-time																	
4		Part-time																	
5	Other Classified Staff	Full-time																	
6		Part-time																	
B. School Enrollment			In this section report enrollment on Information Day. Count each student only once.																
7	Kindergarten																		
8	Grade 1																		
9	Grade 2																		
10	Grade 3																		
11	Grade 4																		
12	Grade 5																		
13	Grade 6																		
14	Grade 7																		
15	Grade 8																		
16	Ungraded Elementary																		
17	Grade 9																		
18	Grade 10																		
19	Grade 11																		
20	Grade 12																		
21	Ungraded Secondary																		
22	Adults in K-12*																		
23	**School Enrollment Totals**																		

* Do not include adult education students.

School:

CDS Code:

		Male								Female								
		American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White- not Hispanic	Multiple or no response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latina	African American not Hispanic	White- not Hispanic	Multiple or no response	Totals
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)
C. Graduates (2004-05)		**Include summer graduates (2005) but do not include students with high school equivalencies (i.e., GED or CHSPE).** Line 25 is a subset of line 24. The number of graduates reported in each column on line 25 must be equal to or less than the number above it in line 24.																
24	High School Graduates																	
25	High School Graduates Completing All Courses Required for UC and/or CSU Entrance																	
D. Enrollment in Selected High School Courses (Grades 7-12)																		
26	Intermediate Algebra/ Algebra II																	
27	Other Advanced Math Course																	
28	Chemistry - First Year																	
29	Physics - First Year																	
E. Career-Technical Education Enrollment (Grades 9-12) Report each student only once - do not include ROC/P.																		
30	Number of Students																	
F. Dropouts (2004-05)																		
31	Grade 7																	
32	Grade 8																	
33	Grade 9																	
34	Grade 10																	
35	Grade 11																	
36	Grade 12																	

*** * * Please turn form over and complete page 3 * * ***

School:

CDS Code:

G. Alternative Education

All schools must complete this section if any type of alternative education is offered to their students. Students should be counted in each category that applies. Please refer to the Glossary of Terms for definitions of these alternative programs. Students reported under "Types of Programs/Educational Options" must also be reported in Section B.

	Types of Programs/Educational Options	Number of Participating Students K-8	Number of Participating Students 9-12
	(a)	(b)	(c)
1	Continuation classes		
2	Community/experience-based		
3	Opportunity		
4	Magnet program		
5	Pregnant/parenting		
6	Independent study (not adult education students)		
7	Other		
8	Total (unduplicated)		
9	Number of graduates meeting high school requirements through independent study (2004-05)		

H. Technology

In line 1 report the number of computers owned or leased by the school which are used for direct instruction, curriculum development, classroom management, preparation of instructional materials, or similar activities. If your school does not provide this count, we will assume the answer is "0."

In line 2 report the number of classrooms or other instructional settings at the school (such as computer lab, library, or career center) with an Internet connection. If your school does not provide this count, we will assume the answer is "0."

1	How many computers does the school have that are used for instruction-related purposes? If none, enter "0."	
2	How many classrooms have access to the Internet through at least one computer? If none, enter "0." (Must be less than or equal to answer from question number 1 above.)	

Name of person completing form (please print)	Telephone ( )
Title (please print)	**Extension**

I. Educational Calendar

Do not report both single-track and multitrack for a single school site. If any part of the school is year-round, check single-track or multitrack.

1. Check the type of calendar on which your school operates. A traditional calendar will be assumed if this section is not filled out.

☐ Traditional ☐ Single-track ☐ Multitrack

2. For single-track or multitrack only, check one of the year-round calendars listed below.

☐ 60/20 ☐ 90/30 ☐ Concept 6 ☐ Custom
☐ 60/15 ☐ 45/15 ☐ Modified Concept

J. Data for No Child Left Behind (NCLB)

Report the number of dropouts by grade level for each of the categories listed. These may be duplicated counts across the categories listed. The counts by grade and category must be less than or equal to the number of dropouts reported in section F.

Report the number of graduates by category. The count of graduates by category must be less than or equal to the number of graduates reported in section C.

Refer to the Glossary of Terms for the definition of each of the categories.

	Migrant Education (a)	Limited English-Proficient (b)	Special Education (c)	Socioeconomically Disadvantaged (d)
Dropouts (2004-05)				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Graduates (2004-05)				
High School Graduates				

Certification *I hereby certify that the data reported on this form are accurate and complete.*

Signature of Principal (or designee)	Date

UNIVERSITY OF CALIFORNIA/CALIFORNIA STATE UNIVERSITY COURSE ENTRANCE REQUIREMENTS

High School Subject Area	University of California Requirements, "a-g"	California State University Requirements
History/Social Science	a. Two years of history/social science, including one year of world history, cultures, and geography, and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.	Two years of history/social science, including one year of U.S. history or one semester of U.S. history and one semester of civics or American government and one year of social science. The second year of social science may be from approved elective courses in social science.
English	b. Four years of college preparatory English that include frequent and regular writing and the reading of classic and modern literature.	Same
Mathematics	c. Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses (four years recommended).	Same
Laboratory Science	d. Two years of laboratory science providing fundamental knowledge in two of these three core disciplines: biology, chemistry, and physics. Advanced laboratory science classes that have biology, chemistry, or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement.The final two years of an approved three-year integrated science program may be used to fulfill this requirement (three years recommended).	Two years of laboratory science, including one biological science and one physical science. At least one course must be from the UC list in area "d" (lab science); one may be from area "g" (lab science elective).
Languages Other Than English	e. Two years of the same language other than English. Courses should emphasize speaking and understanding and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses (three years recommended).	Same
Visual and Performing Arts (VPA)	f. A single year-long approved arts course from a single VPA discipline: dance, drama/theatre, music, or visual art.	One year, including dance, drama or theater, music, or visual art.
College Preparatory Elective	g. In addition to those courses required in "a-f" above, one year (two semesters) of electives chosen from visual and performing arts (non-introductory-level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the "e" requirement or two years of another language).	One more year of any college preparatory subject.

CBEDS

California Basic Educational Data System
California Department of Education

Professional Assignment Information Form
October 2005

- Use a No. 2 pencil to mark this form.
- Print the requested information in the boxes above the grids. Then make heavy black marks that fill the circles corresponding to the letters or numbers you have printed.
- Erase cleanly any response you wish to change.
- Make no stray marks of any kind.
- School personnel should return the completed form to the school principal; district and county office personnel should return the form to their CBEDS Coordinator.

IF INFORMATION BELOW IS CORRECT, DO NOT MARK GRIDS

COUNTY
DISTRICT
SCHOOL

LAST NAME | FIRST NAME | M.I.

SAMPLE

HIGHEST EDUCATIONAL LEVEL
(MARK ONE)

- ◯ Doctorate
- ◯ Master's degree plus 30 or more semester hours
- ◯ Master's degree
- ◯ Bachelor's degree plus 30 or more semester hours
- ◯ Bachelor's degree
- ◯ Less than bachelor's degree

RACIAL/ETHNIC DESIGNATION
(MARK ONE OR MORE)

- (Y)(N) American Indian or Alaska native
- Asian
  - (Y)(N) Chinese
  - (Y)(N) Japanese
  - (Y)(N) Korean
  - (Y)(N) Vietnamese
  - (Y)(N) Asian Indian
  - (Y)(N) Laotian
  - (Y)(N) Cambodian
  - (Y)(N) Other Asian
- Pacific Islander
  - (Y)(N) Hawaiian
  - (Y)(N) Guamanian
  - (Y)(N) Samoan
  - (Y)(N) Other Pacific Islander
- (Y)(N) Filipino
- (Y)(N) Hispanic or Latino
- (Y)(N) African American, not of Hispanic origin
- (Y)(N) White, not of Hispanic origin

DISTRICT ASSIGNED STAFF IDENTIFICATION NUMBER

GENDER
Male ◯
Female ◯

BIRTH YEAR

EDUCATIONAL SERVICE

Total Years of Educational Service
Total years of professional educational service including this year. Include service in this district, other states, and countries. Do *not* include substitute teaching. If service is less than 10 years, use a preceding zero; e.g., 08.

Years in This District
Total years in this district as a contracted professional including this year. If service is less than 10 years, use a preceding zero; e.g., 08. First year teachers should use 01.

Assignment codes available at: http://www.cde.ca.gov/ds/sd/cb/subjects.asp

1. Assignment or Course Title

2. Assignment Code | **3. Percent of Your Time Spent in This Assignment** | **4. Teachers: Enrollment in this Class or Course** (Male, Female)

1

5. Grade Level (MARK ONE) **(departmentalized class)**
Grade level of majority of students in this class.

- ◯ Any of grades K–3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
- ◯ 10
- ◯ 11
- ◯ 12
- ◯ Multiple grades, no majority (K–8)
- ◯ Multiple grades, no majority (9–12)

6. UC/CSU Course (grades 7–12)
Is this course designated as meeting the UC/CSU requirements for admission?
◯ Yes ◯ No

7. This class is a core academic class under NCLB.
- ◯ Yes - Elementary
- ◯ Yes - Secondary
- ◯ No

8. The teacher is NCLB compliant* to teach this course.
- ◯ Yes, on basis of education and/or testing.
- ◯ Yes, on basis of HOUSSE
- ◯ No

1. Assignment or Course Title

2. Assignment Code | **3. Percent of Your Time Spent in This Assignment** | **4. Teachers: Enrollment in this Class or Course** (Male, Female)

2

5. Grade Level (MARK ONE) **(departmentalized class)**
Grade level of majority of students in this class.

- ◯ Any of grades K–3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
- ◯ 10
- ◯ 11
- ◯ 12
- ◯ Multiple grades, no majority (K–8)
- ◯ Multiple grades, no majority (9–12)

6. UC/CSU Course (grades 7–12)
Is this course designated as meeting the UC/CSU requirements for admission?
◯ Yes ◯ No

7. This class is a core academic class under NCLB.
- ◯ Yes - Elementary
- ◯ Yes - Secondary
- ◯ No

8. The teacher is NCLB compliant* to teach this course.
- ◯ Yes, on basis of education and/or testing.
- ◯ Yes, on basis of HOUSSE
- ◯ No

1. Assignment or Course Title

2. Assignment Code | **3. Percent of Your Time Spent in This Assignment** | **4. Teachers: Enrollment in this Class or Course** (Male, Female)

3

5. Grade Level (MARK ONE) **(departmentalized class)**
Grade level of majority of students in this class.

- ◯ Any of grades K–3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
- ◯ 10
- ◯ 11
- ◯ 12
- ◯ Multiple grades, no majority (K–8)
- ◯ Multiple grades, no majority (9–12)

6. UC/CSU Course (grades 7–12)
Is this course designated as meeting the UC/CSU requirements for admission?
◯ Yes ◯ No

7. This class is a core academic class under NCLB.
- ◯ Yes - Elementary
- ◯ Yes - Secondary
- ◯ No

8. The teacher is NCLB compliant* to teach this course.
- ◯ Yes, on basis of education and/or testing.
- ◯ Yes, on basis of HOUSSE
- ◯ No

1. Assignment or Course Title

2. Assignment Code | **3. Percent of Your Time Spent in This Assignment** | **4. Teachers: Enrollment in this Class or Course** (Male, Female)

4

5. Grade Level (MARK ONE) **(departmentalized class)**
Grade level of majority of students in this class.

- ◯ Any of grades K–3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
- ◯ 10
- ◯ 11
- ◯ 12
- ◯ Multiple grades, no majority (K–8)
- ◯ Multiple grades, no majority (9–12)

6. UC/CSU Course (grades 7–12)
Is this course designated as meeting the UC/CSU requirements for admission?
◯ Yes ◯ No

7. This class is a core academic class under NCLB.
- ◯ Yes - Elementary
- ◯ Yes - Secondary
- ◯ No

8. The teacher is NCLB compliant* to teach this course.
- ◯ Yes, on basis of education and/or testing.
- ◯ Yes, on basis of HOUSSE
- ◯ No

SAMPLE

GENESIS DATA, Inc.

*California Code of Regulations, Title 5, as approved by the State Board of Education, defines NCLB teacher requirements in California.

Assignment codes available at: http://www.cde.ca.gov/ds/sd/cb/subjects.asp

1. Assignment or Course Title

2. Assignment Code | **3. Percent of Your Time Spent in This Assignment** | **4. Teachers: Enrollment in this Class or Course** (Male / Female)

5

5. Grade Level (MARK ONE) **(departmentalized class)**
Grade level of majority of students in this class.

- ◯ Any of grades K–3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
- ◯ 10
- ◯ 11
- ◯ 12
- ◯ Multiple grades, no majority (K–8)
- ◯ Multiple grades, no majority (9–12)

6. UC/CSU Course (grades 7–12)
Is this course designated as meeting the UC/CSU requirements for admission?
◯ Yes ◯ No

7. This class is a core academic class under NCLB.
- ◯ Yes - Elementary
- ◯ Yes - Secondary
- ◯ No

8. The teacher is NCLB compliant* to teach this course.
- ◯ Yes, on basis of education and/or testing.
- ◯ Yes, on basis of HOUSSE
- ◯ No

1. Assignment or Course Title

2. Assignment Code | **3. Percent of Your Time Spent in This Assignment** | **4. Teachers: Enrollment in this Class or Course** (Male / Female)

6

5. Grade Level (MARK ONE) **(departmentalized class)**
Grade level of majority of students in this class.

- ◯ Any of grades K–3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
- ◯ 10
- ◯ 11
- ◯ 12
- ◯ Multiple grades, no majority (K–8)
- ◯ Multiple grades, no majority (9–12)

6. UC/CSU Course (grades 7–12)
Is this course designated as meeting the UC/CSU requirements for admission?
◯ Yes ◯ No

7. This class is a core academic class under NCLB.
- ◯ Yes - Elementary
- ◯ Yes - Secondary
- ◯ No

8. The teacher is NCLB compliant* to teach this course.
- ◯ Yes, on basis of education and/or testing.
- ◯ Yes, on basis of HOUSSE
- ◯ No

1. Assignment or Course Title

2. Assignment Code | **3. Percent of Your Time Spent in This Assignment** | **4. Teachers: Enrollment in this Class or Course** (Male / Female)

7

5. Grade Level (MARK ONE) **(departmentalized class)**
Grade level of majority of students in this class.

- ◯ Any of grades K–3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
- ◯ 10
- ◯ 11
- ◯ 12
- ◯ Multiple grades, no majority (K–8)
- ◯ Multiple grades, no majority (9–12)

6. UC/CSU Course (grades 7–12)
Is this course designated as meeting the UC/CSU requirements for admission?
◯ Yes ◯ No

7. This class is a core academic class under NCLB.
- ◯ Yes - Elementary
- ◯ Yes - Secondary
- ◯ No

8. The teacher is NCLB compliant* to teach this course.
- ◯ Yes, on basis of education and/or testing.
- ◯ Yes, on basis of HOUSSE
- ◯ No

1. Assignment or Course Title

2. Assignment Code | **3. Percent of Your Time Spent in This Assignment** | **4. Teachers: Enrollment in this Class or Course** (Male / Female)

8

5. Grade Level (MARK ONE) **(departmentalized class)**
Grade level of majority of students in this class.

- ◯ Any of grades K–3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
- ◯ 10
- ◯ 11
- ◯ 12
- ◯ Multiple grades, no majority (K–8)
- ◯ Multiple grades, no majority (9–12)

6. UC/CSU Course (grades 7–12)
Is this course designated as meeting the UC/CSU requirements for admission?
◯ Yes ◯ No

7. This class is a core academic class under NCLB.
- ◯ Yes - Elementary
- ◯ Yes - Secondary
- ◯ No

8. The teacher is NCLB compliant* to teach this course.
- ◯ Yes, on basis of education and/or testing.
- ◯ Yes, on basis of HOUSSE
- ◯ No

SAMPLE

GENESIS DATA, Inc.

*California Code of Regulations, Title 5, as approved by the State Board of Education, defines NCLB teacher requirements in California.

To complete this section refer to the PAIF Instructions.

Teaching Credential/Document Number from the California Commission on Teacher Credentialing

Status

- ◯ Tenured
- ◯ Probationary
- ◯ Long term substitute or temporary employee
- ◯ Other

For district use only. See PAIF Instructions.

- ◯ Distance Learning
- ◯ Non-public Certified School Services

Is your position full or part time?

- ◯ Full time
- ◯ Part time → ☐☐ %

If part time, what percent of a full-time position do you fill?

Teach over 100% ◯ Mark only if you are paid to teach an extra period or more (i.e., in excess of a full-time position).

If your name on the last credential you received is different from the name reported on the front of this form, write in your last name, first name, and middle initial in the box below:

Last Name	First Name	Middle Initial

Complete the following section if a teaching code was reported for all or part of the assignment.

TYPE OF CALIFORNIA TEACHING CREDENTIAL(S) HELD

(Mark "yes" for at least one item.)

- (Y)(N) Full Credential
- (Y)(N) University Internship
- (Y)(N) District Internship
- (Y)(N) Pre-intern
- (Y)(N) Emergency Permit (used in current assignment)
- (Y)(N) Waiver (used in current assignment)

AUTHORIZED TEACHING AREA(S)

(Mark "yes" for at least one item. Mark all items that apply.)

- (Y)(N) Elementary/Self-Contained Classroom/Multiple Subject
- (Y)(N) Secondary/Subject-Specific Classroom (check one or more areas below)
  - (Y)(N) General Secondary (all subjects)
  - (Y)(N) Agriculture
  - (Y)(N) Art
  - (Y)(N) Business
  - (Y)(N) English
  - (Y)(N) Foreign Language
  - (Y)(N) Health Science
  - (Y)(N) Home Economics
  - (Y)(N) Industrial and Technology
  - (Y)(N) Life Science
  - (Y)(N) Mathematics
  - (Y)(N) Music
  - (Y)(N) Physical Education
  - (Y)(N) Physical Science
  - (Y)(N) Social Science
  - (Y)(N) Vocational
- (Y)(N) Special Education
- (Y)(N) Reading Specialist/certificate
- (Y)(N) Primary Language Instruction (BCLAD or equivalents)
- (Y)(N) English Language Development (ELD)
- (Y)(N) Specially Designed Academic Instruction in English (SDAIE)
- (Y)(N) Adult Education
- (Y)(N) Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight or ground instruction)

SAMPLE

STATEMENT OF PURPOSE

The California Department of Education uses information collected on this form for compiling certain state and federal reports and general-purpose statistics; for allocating certain funds; and for determining legal compliance issues.

A Privacy Notification may be found in the Professional Assignment Information Form Instructions.

DO NOT MARK IN THIS AREA

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

CBEDS

California Basic Educational Data System
California Department of Education

Privacy Notification

The following notice is provided pursuant to the California Information Practices Act (Civil Code Section 1798.17).

1. **Legal Authority**
   California's Education Code (Section 10600 et seq.) provides for the establishment of a basic educational data system and requires schools, school districts, and county offices of education to cooperate with the California Department of Education (CDE) in the establishment and operation of the system. The Legislature specifically intended that data be compiled on the teacher shortage in the state.

2. **Responsibility**
   The CDE's Office of the Deputy Superintendent for Assessment and Accountability is responsible for requesting and maintaining the information contained in the California Basic Educational Data System at the California Department of Education, 1430 N Street, Sacramento, CA 95814-5901.

3. **Collection and Use of Information**
   The Education Code mandates that the CDE collect data on the age of teachers in the workforce, subject matter fields, types of credentials, and patterns of in-service education for teachers. Data are collected by an individual certificated staff member because (1) this allows the data to be aggregated in all the ways they are needed for state and federal reporting required by statute; and (2) this enables the CDE to provide general use statistics for California public education. The data will be maintained for reporting or statistical research, but they will not be used by the CDE to make any determination about an identifiable person.

   Governmental agencies that use the aggregated data provided by the CDE include the California Legislature, the State Department of Finance, the State Teachers Retirement System, the Commission on Teacher Credentialing, the U.S. Department of Education, and the U.S. Department of Agriculture. Aggregated data are also released to other organizations and the general public on request.

   The CDE may also release individual data to government agencies pursuant to Civil Code Section 1798.24(e), where that release is necessary for the transferee agency to perform its constitutional or statutory duties and the use is compatible with a purpose for which the information was collected, or to the University of California or to a nonprofit educational institution conducting scientific research pursuant to Civil Code Section 1798.24(t).

   The CDE does not produce reports with an individual staff member name or identification number or with information that identifies a particular staff member. However, each PAIF must include a record identifier so that CDE staff can communicate with the school district to correct any errors and to preprint the district's staff data for the following year's CBEDS submission. The CDE removes the staff names and identification numbers from the final certified data file prior to data reporting. The CDE will create and release data files using all of the PAIF data except name, identification number, and birth year. Some reports will use birth year data, but such data will be aggregated only to reflect the age of certificated staff in the workforce.

4. **Access to Records**
   Individuals have the right to review their own records maintained by the CDE. Requests for access to individual records must be submitted in writing to the Administrator, Educational Demographics Unit, California Department of Education, 1430 N Street, Sacramento, CA 95814-5901.

Professional Assignment Information Form

INSTRUCTIONS

October 2005

Introduction

Thank you for participating in the California Basic Educational Data System (CBEDS). The data you provide, combined with county/district and school-level information, will be used to meet the ever-growing demand—from legislators, teacher and administrator groups, school boards, governmental and educational agencies—for timely and accurate information about education in the state.

The information requested on the Professional Assignment Information Form (PAIF) is required of each certificated staff.

This document contains (1) a privacy notification; (2) instructions for completing the PAIF; and (3) an assignment code list.

For special conditions not described in either the PAIF or in this Appendix, consult the school principal or the CBEDS coordinator.

QUICK LOOK AT THE PAIF

WHO SHOULD COMPLETE THE PAIF:

Certificated employees: administrators
pupil service staff
teachers

District and university interns and pre-interns

Teachers on emergency credentials or waiver

Nonpublic certificated staff paid by the district

Non-certificated administrators: assistant, deputy, or associate superintendent or higher if the district governing board has waived certification requirements

Long-term substitute teachers as defined by the district

WHO SHOULD NOT COMPLETE THE PAIF:

Certificated employees in: adult education
child care/after school programs
preschool
ROP/ROC programs

Classified employees: paraprofessional
clerical
other classified

Short-term substitute teachers as defined by district

Type of certificated staff	Number of assignment blocks to complete	Report prep period	Report enrollment in course	Report grade level	Report UC/CSU course	May report total percent over 100
Administrators (general admin/program admin) assignment codes: 0100-0199, 0300-0330, 0501	1 per type of assignment	No	No	No	No	No
Administrators - Department Chair (release time only) codes: 2359, 2459, 2539, 2549, 2749, 2897, 3009, and all codes ending with '99	1 per type of assignment	No	No	No	No	No
Pupil service staff assignment codes: 0200-0228, 0400-0409	1 per type of assignment	No	No	No	No	No
Self-contained classroom teachers assignment codes: 1001-1015, 2016, 2017	1 per class	No	Yes	No	No	Yes
Departmental teachers (K-12) assignment codes and AVID:2100-2998, 4010-5998, 6023 (excluding dept. chair codes, support teaching assignment codes and independent study)	1 per period	No	Yes	Yes	Yes	Yes
Special education teachers assignment codes: 3000, 3103	1	No	Yes	No	No	Yes
Mentor teachers, resource teachers, homeroom/study hall teachers, full-time teaching principal, permanent day-to-day substitute, independent study, other instruction-related assignments, and non-teaching assignment codes: 2418, 2419, 3004, 6001, 6002, 6003, 6004, 6005, 6006, 6007, 6010, 6011, 6013, 6014, 6017, 6019, and 6098	1	No	No	No	No	No
Support teaching assignment codes: 2180, 2280, 2380, 2488, 2489, 2580, 2680, 2880, 6080	1 per assignment	No	No	No	No	Yes
Special education resource specialist, itinerant consulting teacher, and designated instruction and services assignment codes: 3001, 3002, 3104, 3105, 3106, 3007	1	No	No	No	No	Yes

INSTRUCTIONS FOR COMPLETING THE Professional Assignment Information Form

If submitting your PAIF data on paper, please follow carefully the general marking instructions on the front of the Professional Assignment Information Form (PAIF). The form will be read by an optical scanner that is capable of a high degree of accuracy, but only if all marks are made according to those instructions.

Items on the front and back pages have been preprinted for persons who completed a PAIF in 2004. Use a preprinted form **only** if **your** name or District Assigned Staff Identification Number appears on it.

Check each of the preprinted items. If the information is correct, do **not** mark the item. To make a correction, print the correct information in the boxes and blacken the corresponding ovals. The preprinted information should **not** be erased, crossed out, or marked in any way.

For both paper and software districts, each PAIF must include information to identify the individual record. Report (1) a name; and (2) an identification number, which is a separate and unique number for each certificated staff and has been assigned by your district.

Professional staff absent on Information Day should complete the Professional Assignment Information Form when they return to work if the deadline for returning completed forms can be met. The school principal may complete the form for any absentee who has not returned by this date. Name and social security number (if used as the unique identifier) may be provided only with the consent of the absent staff member.

If the regular classroom teacher is not available on Information Day but will return on or prior to October 31, report the regular classroom teacher. If the regular teacher will not return until after October 31, report the long-term substitute or the teacher who has responsibility for the class.

Demographics

County-District-School
Indicate the name of the county, district, and/or school, if needed. If you do not work at a specific school in your district, leave the school line blank. If you work at a county office of education, leave both the district and school lines blank. On preprinted forms, the school name has been left blank if you do not work at a county or district office.

Name (optional)
Each PAIF must include information to identify the individual record. You may choose not to submit your name, but you must complete the District Assigned Staff Identification Number.

Print your last name, first name, and middle initial in the boxes provided. Carefully fill in the oval corresponding to the letter printed in the box at the top of the column. If a box has been left blank, blacken the blank oval at the top of the column. If you need to make a correction to any portion of your name, reenter your **entire** name and blacken the ovals.

Highest Educational Level
Indicate your highest educational level. Degrees must actually have been conferred. Do not include honorary degrees. Convert quarter hours to semester hours by multiplying quarter hours by two-thirds. If your form is preprinted, do not mark this item unless the level indicated is not correct.

Racial/Ethnic Designation
Indicate the racial or ethnic designation(s) or groups to which you belong or with which you most closely identify. These new instructions are in accordance with the new federal standards that recommend allowing an individual to select more than one designation. The racial/ethnic designations and definitions also have been modified to reflect the new federal standards.

If your racial/ethnic designation(s) is preprinted correctly do not mark this item. If your racial/ethnic designation(s) is preprinted incorrectly, enter "N" to delete the incorrect designation and enter "Y" to indicate the correct designation.

Definitions of Racial/Ethnic Designations
American Indian or Alaska native. A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, or Vietnam.

African American, not of Hispanic origin. A non-Hispanic person having origins in any of the black racial groups of Africa.

Filipino. A person having origins in any of the original peoples of the Philippine Islands.

Hispanic or Latino. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. Do not include the Philippine Islands.

White, not of Hispanic origin. A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East (e.g., England, Portugal, Egypt, and Iran).

District Assigned Staff Identification Number
Each PAIF must include information to identify the individual record.

The District Assigned Staff Identification Number is a separate and unique number assigned by the district to each person completing the PAIF. The number may be from one to ten digits and should be entered in the space provided. The district must keep a record of the assigned numbers to respond to data editing questions. The District Assigned Staff Identification Number could also be your social security number if the number is voluntarily provided for reporting purposes.

Print the number in the boxes provided and fill in the oval corresponding to the numeral you printed in the box at the top of the column. If your number is preprinted incorrectly, reenter the **entire** number.

Gender
Fill in the appropriate oval for your gender. If your gender is preprinted correctly, do not mark this item.

Birth Year
Print the last two digits of the year of your birth in the boxes provided. Carefully fill in the oval corresponding to the numeral you printed in the box at the top of the column. If your birth year is preprinted incorrectly, reenter **both** digits.

Educational Service
Enter and grid the numbers requested on the form. If your form is preprinted, the years have been updated to include the current year. To make a correction, reenter **both** digits.

Total years of public and/or private educational service and years of service in a teaching or certificated position in the district must be a minimum of one year. If this is your first year of service (beginning after July 1, 2005), enter “1.” For CBEDS reporting, count one year of service as working any part of the year in a certificated position. Count the years of substitute teaching if the position was as a long-term substitute.

Reporting Assignments

Review the Assignment Code List before completing the assignment blocks on your form. Use only those codes designated for your specific grade levels and which appear on the Assignment Code List.

Indicate only your **current** assignment(s). List only those you perform at the present time, including the course sections you are teaching during the current semester or grading period. Persons with more than eight assignments should combine them by grade level or type to fit into no more than the eight blocks. **Do not report adult, ROP, or child center/preschool classes.**

Prep Period should not be reported by any staff. This change was made solely to eliminate the many errors caused by inaccurate completion of prep period assignment blocks and is not meant to indicate lack of importance or value of prep periods.

Administrators should complete a separate block for each different assignment they perform.

Pupil Services Personnel should complete a separate block for each different assignment they perform.

Elementary Teachers usually have only one class and should complete only one block. Prep period should not be reported. Elementary teachers who do not teach in a self-contained classroom should refer to the sections on this page regarding support teaching assignments and itinerant teachers.

Secondary and Middle School Teachers must complete a separate block for each period of the day, excluding prep period. *Study hall and homeroom are included in the category of "nonteaching assignments" in the code list and should be reported in a separate assignment block.*

Mentor Teachers: Mentor teachers who have release time during the regular school day should report assignment code 6010 with 0 enrollment. Teachers who perform mentor teacher duties outside of the regular school day should not report the mentor assignment.

Resource Teachers: Teachers who act as a resource to other teachers but do not provide instruction to students should report assignment code 6017 with 0 enrollment.

Support Teaching Assignments (elementary): Instruction provided by a teacher who is not the primary teacher of record for those students. In most cases, this is a teacher who provides instruction to students in multiple classrooms at a school or to multiple schools. This teacher may also provide instruction to small groups of students within a classroom or in another setting. Districts may use the terms "itinerant" or "pull-in/pull-out" to describe this type of assignment. Teachers who have a support teaching assignment do not need to report enrollment or grade level.

"Prep" Teachers: Teachers who provide instruction to students while the regular teacher has a prep period may report a support teaching assignment code for the subjects they teach. For example, a prep teacher teaches physical education and should report assignment code 2580.

Block Scheduling: Teachers who have a block schedule (alternate day) assignment should report all the classes that make up their total assignment. For example, a teacher has classes 1, 2, and 3 on Monday, Wednesday, and Friday. He also has classes 4 and 5 on Tuesday and Thursday. He should report classes 1, 2, and 3 from Wednesday (Information Day) and classes 4 and 5 from Thursday (the day after Information Day). Report each of his five classes in a separate assignment block as 20 percent of his total assignment.

Exploratory Wheel: This course typically consists of three or four different classes that the student takes over the school year (e.g., computer, woodshop). The teacher should report the course, the enrollment, and the grade level for the class that is in session on Information Day.

Combination Advanced Placement (AP)/non-AP Class: Teachers who provide instruction to a combination class of AP students and non-AP students should report the class as an AP course, regardless of the number of AP students in the class. Reporting the class as AP would reflect the school as offering the AP course to their students.

Job-Sharing Teachers: Teachers who share a position with another teacher (each teacher has the responsibility for the class of students at a different time) should each report all of the students in the class. For example, Teacher A has a fourth grade class with 28 students for the morning while Teacher B is not working, then Teacher B takes over the same 28-student class for the afternoon while Teacher A is not working. Teachers A and B should each report 28 students. Both teachers would indicate that they have a part-time position.

Team Teaching: Teachers who share a classroom assignment in which both provide instruction at the same time should each report half of the students. For example, in a classroom of 28 students, Teacher A teaches reading to a small group of students while Teacher B provides instruction to the rest of the class. Each teacher should report 14 students for that period of time. If this arrangement only happens during part of the day, it should be recorded in its own assignment block.

Itinerant Teachers: Teachers who provide instruction at more than one school should complete only one PAIF that reflects their total assignment. For example, a music teacher goes to five different schools in the district and has four classes at each school. She is at only one school on Information Day. She should report the assignments for each of the five schools on her one PAIF. Place the form at the school where she spends most of her time or at the district office.

Class Size Reduction Option Two Teachers have no special assignment code designation for PAIF reporting, but the following instructions are critical to correct total class enrollment reporting for the school and district. Each teacher must show an enrollment of at least one student in an assignment block. So if an Option Two teacher is an "assisting" teacher and does not carry an individual class roster, it is very important that one or more of the students in that grade are counted on the assisting teacher's assignment block and are not counted on the principal teacher's assignment block.

For example, a school has two self-contained first grade classrooms, each with 32 students. Another first grade teacher is hired to work half the day in each classroom to assist with reading and math instruction. Each of the three teachers should use the assignment code 1001 and complete one assignment block, including the assisting teacher who is working in two different classrooms. The 64 students are divided among the three teachers for the purposes of CBEDS reporting only, and each teacher is told which students to report so that the correct numbers of males and females will be reported. The three-way split of the 64 students could be 21, 21, and 22, or it could be something else that totaled 64.

CBEDS data will be used to respond to questions about class size. So if students are counted more than once, classes will appear larger than they actually are, and if any teacher reports no students, that teacher will be eliminated from class size calculations, again making classes appear larger than they actually are.

Itinerant Pupil Services Staff: Pupil services staff who provide services at more than one school in a district should complete only one PAIF that reflects their total assignment. For example: a school psychologist provides services at three different schools. She should report her assignments for all three schools on her one PAIF, which would total 100 percent of her assignment. She should complete only one assignment block as assignment code 0401 for 100 percent. Place the form at the school where she spends most of her time or at the district office.

Library Media Teachers: All *school site* library media teachers should use assignment code 0402 when completing the PAIF, regardless of the library credential held: library media teacher, a library cre-

dential by an earlier name (e.g., librarianship), or an emergency library media teacher credential. The library media teacher credential is a pupil services credential. It is understood that anyone with this assignment services all students in the school. Library media teachers who work at more than one school library in the district should report their total assignment on one PAIF and place the form at the school site where most of their time is spent or at the district office.

Assignment Block Completion

1. Assignment or Course Title
In the space provided, print the title as found on the Assignment Code List of the Professional Assignment Information Form Instructions. Use the "other" category code **only** if your assignment cannot be defined by one of the listed titles or if you have a combined responsibility with one of the general groupings of assignments. Indicate only your current assignment(s). Persons with more than eight assignments should combine them by grade level or type to fit no more than the eight blocks.

2. Assignment Code
Print the code number corresponding to your course, class category, or assignment as found on the list. Fill in the oval corresponding to the number you printed at the top of each column. **Use only assignment codes from the 2005 Assignment Code List.**

3. Percent of Your Time Spent in This Assignment
Print the percent of your time **on the job** devoted to this assignment and fill in the corresponding ovals. If **all** of your time is devoted to this assignment, indicate "00" to show 100 percent of your time. The sum of percents for all assignments must total 100 whether you are a full- or part-time employee. If you are paid to teach in excess of a full-time position, the sum of percents for all assignments must total over 100 percent. Report your position as "paid to teach over 100 percent" if you are full time and are paid to teach during your prep period.

For nonteaching assignments, leave items 4 through 8 blank.

4. Enrollment in This Class or Course
For teaching assignments only, indicate the number of male and female students in this class or course section. Print zero(s) in the left column(s) for numbers less than 100 (e.g., 001 or 011). Then fill in the corresponding ovals, including zeros. Certificated staff in nonteaching positions should leave class or course enrollment blank.

- Teachers in support teaching assignments do not need to report enrollment.
- Do not report students receiving credit as classroom assistants.
- Do not include adults in correctional programs.

5. Grade Level (grades K–12)
Indicate the grade level of the majority of students in the class. If two grades are equally represented, indicate the highest grade level represented. Indicate "multiple grades, no majority (K-8 or 9-12)" if more than two grades are represented in the class and no grade level represents over 50 percent of the students. For grades K–8, you do not need to complete this section for a self-contained classroom assignment.

6. UC/CSU Course (grades 7–12)
Indicate whether or not this course is certified by your school principal as meeting a course requirement by the University of California/California State University for admission. A brief summary of the course requirements for UC and CSU admissions is on page 27 of this manual.

7. NCLB Teacher Requirement Information

Please refer to the NCLB Teacher Requirements Resource Guide, available on the CDE Web site at *http://www.cde.ca.gov/nclb/sr/tq,* for detailed information about NCLB core academic subjects, NCLB teacher compliance documentation, and HOUSSE.

NCLB Core Class
Under NCLB, core academic subjects are defined as English, reading/language arts, mathematics, science, civics and government, economics, arts, foreign language, history, geography, and self-contained multiple-subject elementary classrooms. If your classroom assignment includes instruction in any of these core areas, mark "Yes."

If your classroom is a multiple-subject classroom in which NCLB core academic subject instruction is provided, mark "Yes."

If your classroom is a career-technical education class that meets a high school graduation requirement or UC/CSU freshman admission requirement ("a-g" course requirements) in one of the NCLB core academic subject areas, mark "Yes."

Title 5 NCLB Teacher Requirements regulations specify that school districts will determine if a class assignment is an elementary or secondary assignment for NCLB purposes.

If none of the above are true, mark "No."

NCLB-Compliant Teacher
If the NCLB core class is marked "Yes" for an assignment, indicate NCLB teacher compliance by selecting one of the following:

If the teacher has demonstrated NCLB compliance for this subject area and grade level on the basis of college course work, passing an approved exam, or National Board certification, mark "Yes."

If the teacher has demonstrated NCLB compliance for this subject area and grade level on the basis of successful completion of the HOUSSE process (see definition below), mark "HOUSSE."

If the teacher has not yet demonstrated NCLB compliance for this subject area and grade level, mark "No."

HOUSSE
High Objective Uniform State Standard of Evaluation (HOUSSE) is defined in Title 5, Section 6104, of the California Code of Regulations (CCRs). The HOUSSE is a district-implemented process to verify or demonstrate subject matter competence as required by NCLB for teachers who were credentialed prior to July 1, 2002. The points-based process credits teachers with years of experience, core academic course work, completed professional development, and professional service in their respective subject matter areas.

Position/Credentials

Credential/Document Number
Report the credential/document number of the last teaching credential received from the California Commission on Teacher Credentialing. The number may include letters, numbers, and/or blanks.

Report "NA" in this section if a credential/document number has not been received as of Information Day (new teachers) or if you hold a 1971 life credential that has not been renewed (credential/document number not issued that year).

Status
Indicate whether your position is tenured, probationary, or long-term substitute or temporary employee. Mark "other" if none of the above apply.

Position
Report whether your position is full time or part time. If full time and you are paid to teach an extra period or more, mark "teach over 100 percent." If part time, you must indicate the percent of a full-time position you hold.

Distance Learning or Nonpublic Certified School Services
This section is to record student enrollment only in courses for which there is no instruction provided by a district or county teacher.

Distance Learning: May be a course taught at a school site through a televised broadcast or the Internet, for which the teacher providing the instruction is not employed by the district or county. The PAIF for a distance learning instructional assignment should reflect only the assignment code, enrollment, grade level of the majority of students in the class, and whether the course meets the UC/CSU requirements for admission. Do not complete the biographical, status, position, or teacher credential sections for this type of assignment.

If a district or county teacher provides some of the instruction, use the appropriate assignment code and do not use this section. If a district or county teacher provides supervision only and no instruction, use the noninstructional assignment code, 6006, to record this staff member's assignment.

Nonpublic Certified School Services: May include special education students or other students who receive instruction at a nonpublic certified school for instruction the county or district is unable to provide. The PAIF for a nonpublic certified school services assignment should reflect only the assignment code, enrollment, grade level of the majority of students in the class, and whether the course meets the UC/CSU requirements for admission. Do not complete the biographical, status, position, or teacher credential sections for this type of assignment.

Teaching Credentials
Write in your last name, first name, and middle initial if the name on your credential is different from your name reported on the PAIF. If the name is the same, you may leave this section blank.

Regardless of your present assignment, mark all the valid teaching credentials you currently hold. Mark one or more from each of the categories *Types of Teaching Credential(s)* held and *Authorized Teaching Area(s)*. Teachers who hold a General Elementary Credential or a General Secondary Credential must mark only those areas in the lower section for which they have a specific credential. Do not report emergency permits or waivers if it is not necessary for your current assignment.

For example, an elementary self-contained teacher with a General Elementary Credential would mark from the *Types of Teaching Credential(s)* section only *Full Credential* and from the *Authorized Teaching Area(s)* section only *Elementary/self-contained classrooms*. For purposes of this collection, teachers who hold a 30-day emergency permit are not required to report an authorization.

Mark full credential if you have completed your teacher preparation program and hold a preliminary, clear, professional clear, or life credential.

Do not report pupil services or administrative credentials in this section.

Mark "no" only when you need to correct the type of credentials or authorized teaching area(s) pre-printed on the form.

Many requests are made for teacher credential data. If this section is left blank, it will appear as though the teacher has no credential, and data will be reported as such.

English Learner Teaching Authorizations
The following credentials and certificates authorize specific types of instruction for English learners:

Primary Language Instruction: BCLAD, Bilingual Crosscultural or BCLAD Emphasis, Special Instruction Credential in Bilingual Crosscultural Education, BCC, Emergency BCLAD, BCLAD Internship, Sojourn Certificate.

English Language Development: BCLAD, Bilingual Crosscultural or BCLAD Emphasis, Special Instruction Credential in Bilingual Crosscultural Education, BCC, Emergency BCLAD, BCLAD Internship, CLAD, CLAD Emphasis, LDS, Emergency CLAD, CLAD Internship, SB1969/SB395 Certificate, General Teaching Credential, Supplementary ESL.

Specially Designed Academic Instruction in English: BCLAD, Bilingual Crosscultural or BCLAD Emphasis, Special Instruction Credential in Bilingual Crosscultural Education, BCC, Emergency BCLAD, BCLAD Internship CLAD, CLAD Emphasis, LDS, Emergency CLAD, CLAD, Internship, SB1969/SB395 Certificate.

ASSIGNMENT

CODE

LIST

2005

CBEDS Assignment Code definitions are available on the California Department of Education Web Site at http://www.cde.ca.gov/ds/sd/cb/subjects.asp

ASSIGNMENT CODE LIST—2005

Teacher Assignments

Self-contained Classroom

1015 Kindergarten or pre-first
1001 Grade 1
1002 Grade 2
1003 Grade 3
1004 Grade 4
1005 Grade 5
1006 Grade 6
1007 Grade 7
1008 Grade 8
1009 Combination class (any of gr K-3)
1010 Combination class (any of gr 4-8)
1012 Combination class (including gr 3-4)
1011 Other self-contained classroom assignment (not single-subject)
2016 Continuation class
2017 Community day class

Special Education

3000 Special day classes/centers
3001 Resource specialist
3004 Resource specialist (non-teaching assignment)
3002 Itinerant consulting teacher

Designated instruction and services:
3103 Home/hospital special education instruction
3104 Adaptive physical education
3105 Special education driver education/ training
3106 Vocational special education teacher
3007 Other instructional staff

Other Instruction-Related Assignments

6004 Resource teacher (not special education)
6001 Skills center specialist/study skills
6003 Full-time teaching principal or superintendent
6005 Independent study teacher
6007 Alternative/opportunity education teacher
6013 Home or hospital teaching
6014 Day to Day substitute (permanent employee)
6023 AVID
2536 Peer counseling/conflict management
6098 Other teaching assignment

Support Teaching Assignments (Elementary)

2880 Art
2489 Computer education
2280 Foreign language
2488 Mathematics
2380 Music
2580 Physical education
2180 Reading improvement
6080 Resource teacher (not special education)
2680 Science

Nonteaching Assignments

6002 Homeroom, study hall
6006 Distance learning (classroom monitor)
6010 Mentor teacher
6011 Peer assistance review
6017 Resource teacher (not special education)
6019 Beginning teacher support and assessment (BTSA)

Teacher Assignments–by Subject Area

Department Chair assignment codes are located on the last page of this assignment code list. Use "other" within each subject area (e.g., other art course, other English course) only if an existing code does not describe the course.

Art

2800 Ceramics
2801 Design
2802 Crafts
2803 Art history
2804 Art appreciation
2805 Photography
2806 Drawing
2807 Painting
2808 Advertising design
2809 Cinematography
2810 Basic art
2811 Jewelry
2812 Sculpture
2813 Fashion design
2814 Fiber and textiles
2817 Printmaking
2818 Multicultural art/folk art
2819 Lettering/calligraphy
2820 Computer art/graphics
2821 Yearbook
2898 Other art course (including combinations of above)

Computer Education

2450 Computer literacy
2451 Computer programming
2453 Computer science
2454 Computer lab
2455 Web design
2458 Other computer education course (including combinations of above)

Dance

2352 Dance choreography and production
2353 Dance, movement, and rhythmic activities
2354 Folk/ethnic dance
2355 Dance fundamentals
2356 Independent or advanced study
2357 Ballet, modern, jazz dance
2358 Other dance course

Drama/Theater

2900 Theater/play production
2901 Drama/creative dramatics
2904 Theater workshop
2905 Technical theater/stagecraft
2906 Television production
2908 Media arts (individual or inclusive)
2910 History/appreciation of drama/theater arts
2998 Other drama/theater course (including combinations of above)

English

2100 Reading improvement/developmental reading/reading recovery
2101 Comprehensive English
2105 American literature
2106 English literature
2107 Ethnic literature
2108 World literature
2109 Other literature
2110 English language development
2111 Journalism
2112 Speech
2113 Composition
2114 Advanced composition
2115 Forensics
2116 Language structure/language arts (traditional grammar, transformational grammar, structural linguistics)
2117 Science fiction
2120 Reading (state-funded Miller-Unruh specialist)
2130 English 9
2131 English 10
2132 English 11
2133 English 12
2198 Other English course (including combinations of above)

Foreign Languages

2214 Chinese (first and second year)
2215 Chinese (advanced)
2204 French (first and second year)
2205 French (advanced)
2200 German (first and second year)
2201 German (advanced)
2202 Italian (first and second year)
2203 Italian (advanced)
2216 Japanese (first and second year)
2217 Japanese (advanced)
2212 Korean (first and second year)
2213 Korean (advanced)
2210 Latin (first and second year)
2211 Latin (advanced)
2218 Portuguese (first and second year)
2219 Portuguese (advanced)
2208 Russian (first and second year)
2209 Russian (advanced)
2206 Spanish (first and second year)
2207 Spanish (advanced)
2220 Vietnamese (first and second year)
2221 Vietnamese (advanced)
2223 Chinese (for native speakers)
2224 Korean (for native speakers)
2225 Spanish (for native speakers)
2226 Other language course (for native speakers)
2230 American sign language
2298 Other foreign language course (including combinations of above)

Health Education

2535 Health education
2531 Drug/alcohol/smoking education
2532 Family life education
2533 Sexually transmitted disease education
2534 Nutrition
2537 Life skills
2538 Other health education course (including combinations of above)

Humanities

2748 Any humanities course

Mathematics

2400 General mathematics/basic mathematics/ vocational mathematics
2401 Consumer mathematics/senior mathematics
2402 Remedial mathematics/proficiency development
2403 Beginning algebra/algebra I (one year course)
2404 Intermediate algebra/algebra II
2407 Trigonometry
2408 Intermediate algebra and trigonometry
2409 Solid geometry/trigonometry
2410 Probability/statistics
2411 Modern abstract algebra
2413 Geometry
2414 Analytic geometry/pre-calculus
2415 Calculus
2417 Advanced algebra/advanced geometry/ symbolic logic/number theory
2418 Independent study in mathematics
2419 Independent study in mathematics (advanced course content)
2420 Math A
2421 Math B
2422 Math analysis
2423 Accelerated mathematics (any of gr 4-8)
2424 Pre-algebra
2425 Integrated mathematics I (college preparatory)
2426 Integrated mathematics II (college preparatory)
2427 Integrated mathematics III (college preparatory)
2430 Integrated mathematics IV (college preparatory)
2428 Beginning algebra Part 1 (first year of a two-year course)
2429 Beginning algebra Part 2 (second year of a two-year course)
2498 Other mathematics course (including combinations of above)

Teacher Assignments–by Subject Area (Continued)

Music

2300 Band
2301 Jazz band
2302 Stage band
2303 Orchestra
2305 Chorus/choir
2306 Vocal jazz /jazz choir
2307 Music appreciation/history/literature
2308 Music theory
2309 Composition/songwriting
2310 Instrumental music lessons (brass, guitar, keyboard, percussion, recorders, strings, woodwinds)
2311 Recorder ensemble
2313 Swing/show choir
2314 Chamber/madrigal/vocal ensemble
2315 Classroom/general/exploratory music
2316 Voice class
2320 Electronic music
2321 Computers in music
2322 Musical theater
2398 Other music course (including combinations of above)

Physical Education

2500 Physical education
2501 Dance, all phases
2502 Athletic practice, not extracurricular
2598 Other physical education course (including combinations of above)

Special Designated Subjects

2505 Military science
2545 Driver education
2546 Driver training
2548 Other safety education course
2602 Aviation education

Science

2600 Astronomy
2601 Aerospace education
2603 Biology
2604 Advanced biology
2605 Botany
2606 Zoology
2607 Chemistry
2608 Advanced chemistry
2609 Oceanography
2610 Physical science
2611 General science
2612 Environmental studies
2613 Physics
2614 Advanced physics
2615 Anatomy
2617 Conservation
2618 Earth science
2619 Energy education
2620 Geology
2621 Life science
2622 Meteorology
2623 Physiology
2624 Science projects
2625 Space science
2626 Coordinated/integrated science I
2627 Coordinated/integrated science II
2628 Coordinated/integrated science III
2629 Coordinated/integrated science IV
2640 Coordinated/integrated science I (with first year chemistry)
2641 Coordinated/integrated science II (with first year chemistry)
2642 Coordinated/integrated science III (with first year chemistry)
2643 Coordinated/integrated science IV (with first year chemistry)
2644 Coordinated/integrated science I (with first year physics)
2645 Coordinated/integrated science II (with first year physics)
2646 Coordinated/integrated science III (with first year physics)
2647 Coordinated/integrated science IV (with first year physics)
2648 Coordinated/integrated science I (with both first year physics and chemistry)
2649 Coordinated/integrated science II (with both first year physics and chemistry)
2650 Coordinated/integrated science III (with both first year physics and chemistry)
2651 Coordinated/integrated science IV (with both first year physics and chemistry)
2633 Pacesetter science
2635 Conceptual chemistry
2636 Conceptual physics
2698 Other science course (including combinations of above)

Social Science

2700 Anthropology
2701 Economics
2702 Physical geography
2703 Principles of American democracy/government and civics
2705 International studies
2706 Comparative political systems
2707 Current events
2708 California history
2709 United States history
2710 Ethnic studies
2711 World history: survey
2712 Other history, culture, geography: survey
2713 Philosophy
2714 Psychology
2715 Sociology
2719 Student government
2722 Career education
2724 World regional geography
2726 Comparative world religions
2728 World cultures
2730 Women's history
2732 Law-related education
2734 History-social science (social studies) (any of grades K-8)
2798 Other social science course (including combinations of above)

Teacher Assignments–Advanced Placement (AP) for Grades 9-12 ONLY

Use the following Advanced Placement (AP) course assignment codes only if the course is certified by your school principal as meeting the requirements for the AP program sponsored by the College Board.

Art

2870 Art History
2871 Studio Art: General Portfolio
2872 Studio Art: Drawing Portfolio

Computer Science

2470 Computer Science A
2471 Computer Science AB

English

2170 English Language and Composition
2171 English Literature and Composition
2172 International English Language

Foreign Language and Literature

2270 French Language
2271 French Literature
2272 German Language
2273 Latin-Vergil
2274 Latin-Literature
2275 Spanish Language
2276 Spanish Literature

Mathematics

2480 Calculus AB
2481 Calculus BC
2483 Statistics

Music

2370 Music Theory

Science

2670 General Biology
2671 General Chemistry
2672 Physics B
2673 Physics C
2674 Environmental Science

Social Science

2770 Macroeconomics
2771 Microeconomics
2772 Comparative Government and Politics
2773 United States Government and Politics
2774 European History
2775 United States History
2776 Psychology
2777 Human Geography
2778 World History

Teacher Assignments–International Baccalaureate (IB)

Use the following International Baccalaureate (IB) course assignment codes only if the course is certified by your school principal as meeting the requirements for the IB program.

Diploma Program

Computer Education

2465 Computer Science
2466 Information Technology in a Global Society

English

2160 Language A1 (English literature)

Fine and Performing Arts

2360 Music
2860 Art/Design
2960 Theater Arts

Foreign Language

2260 Language A (non-English)
2261 Language B
2262 Classical languages
2263 Language A2
2264 Ab initio

Humanities

2768 Theory of Knowledge

Mathematics

2460 Mathematical studies
2461 Mathematical methods
2462 Mathematics higher level
2463 Advanced mathematics

Science

2660 Biology
2661 Chemistry
2662 Physics
2664 Environmental systems
2666 Design technology

Social Science

2760 Economics
2761 Geography
2762 History
2763 Psychology
2764 Philosophy
2765 Social anthropology
2766 Business organization
2767 History of the Islamic world

Middle Years Program

2861 MYP Visual Arts
2961 MYP Drama
2361 MYP Music
2769 MYP Humanities (history and/or geography)
2161 MYP Language A
2265 MYP Language B
2467 MYP Algebra (I or II)
2468 MYP Geometry and/or Trigonometry
2469 MYP Integrated Math Program
2464 MYP Coordinated Program of Math (CPM)
2560 MYP Physical Education
2665 MYP Science (biology, chemistry, or physics)
2479 MYP Computer technology
2667 MYP Design technology

Teacher Assignments–Career-Technical Education

Work Experience Education

4900 Work experience education

Agriculture Education

4010 Crop and soil science
4020 Animal science
4030 Mechanics and engineering technology
4040 Business management and marketing
4050 Horticulture and the environment
4060 Forestry, natural resources, and rural recreation
4070 Basic agriculture (first year)
4080 Basic agriculture (second year)
4098 Other agriculture course

Business Education–Marketing

4100 Advertising services
4101 Apparel and accessories
4102 Automotive and parts
4103 Financial services
4104 Floristry
4105 Food marketing
4106 Restaurant marketing
4107 General merchandise retailing
4108 Hardware/building materials
4109 Home furnishings
4110 Hotel and lodging
4111 Industrial marketing
4112 Insurance
4113 International trade
4116 Real estate
4117 Recreation and travel
4118 Transportation
4119 Customer service representative
4121 Small business ownership and management
4122 Marketing fundamentals
4198 Other marketing course

Business Education–Office

4600 Accounting/computer accounting
4601 Computer operations/computer science
4608 Secretarial
4609 Administrative support
4610 Keyboarding (typing)
4613 General office occupations
4614 Word processing occupations
4615 Information processing
4618 Telecommunications
4620 Medical office occupations
4621 Legal office occupations
4623 Business technology
4630 Business economics
4633 Information systems management
4637 Business management
4650 Business career exploration (grades 6-9)
4698 Other office/computer course

Consumer Home Economics Education

4310 Exploratory home economics (gr 6–8)
4311 Consumer home economics comprehensive core I
4312 Consumer home economics comprehensive core II
4321 Child development and guidance
4322 Articulated child development and guidance
4331 Clothing and textiles
4332 Articulated apparel construction
4341 Consumer education
4351 Family living and parenting education
4361 Food and nutrition
4362 Articulated nutritional science
4363 Articulated principles of food preparation
4371 Resource management
4381 Housing and furnishings
4391 Individual and family health
4396 Other articulated courses in consumer home economics
4398 Other consumer home economics course

Health Careers

4224 Exploring health care (exploratory core)
4225 Introduction to health care (introductory core)
4226 Preparing to work in health care level 1 (preparatory core)
4227 Preparing to work in health care level 2 (advanced core)
4234 Dental services
4235 Dental services continuing education
4242 Medical office services
4243 Medical office services continuing education
4255 Support services
4256 Support services continuing education
4260 Therapeutic services
4262 Therapeutic services continuing education
4265 Diagnostic services
4266 Diagnostic services continuing education
4267 Preventive services
4268 Preventive services continuing education
4276 Health care information services
4277 Health care information services continuing education
4280 Nursing services
4288 Biotechnology services
4289 Biotechnology services continuing education
4294 Nursing services continuing education
4298 Other health careers course

Home Economics Related Occupations

4400 Child care and development
4401 Teaching careers
4410 Fashion merchandising
4411 Fashion and textile design
4412 Apparel manufacturing, production, and maintenance
4420 Food and hospitality services
4421 Food and beverage production and preparation
4430 Interior design, furnishings, and maintenance
4441 Hospitality, tourism, and recreation
4442 Lodging services
4443 Travel-related services
4444 Theme parks, attractions, and events
4451 Family and human services
4452 Elder care/intergenerational services
4461 Consumer, personal, and financial services
4471 Food science, dietetics, and nutrition
4472 Food science and technology
4498 Other home economics-related occupations course

Industrial and Technology Education

Construction Technology

5501 Introduction to construction
5502 Residential and commercial construction
5503 Apartment and home repair/remodeling
5504 Boat building
5505 Brick, block, and stonemasonry
5506 Building, mechanical
5507 Carpentry
5508 Concrete placing and finishing
5509 Construction equipment operation
5510 Cooling and refrigeration
5511 Drywall installation
5512 Electrician
5513 Floor covering installation
5514 Furniture making
5515 Glazing
5516 Heating and air conditioning
5517 Insulation installation
5518 Lineworker
5519 Locksmithing
5520 Millwork and cabinetmaking
5521 Painting and decorating
5522 Pipefitting and steamfitting
5523 Plastering
5524 Plumbing
5525 Roofing
5527 Stage technology
5528 Structural and reinforcement metalwork
5529 Tile setting
5530 Upholstering
5531 Woodworking
5549 Other construction technology course

Electronics Technology

5551 Introduction to electronics technology
5553 Avionics
5554 Biomedical equipment technology
5555 Business machine repair
5556 Communications electronics

5557 Computer electronics
5558 Computer service technology
5559 Electromechanical
5560 Electronic consumer products service
5561 Electronics technology
5562 Hybrid microelectronics
5563 Industrial electronics
5564 Instrument repair
5565 Instrumentation technology
5566 Major appliance repair
5567 Motor repair
5568 Small appliance repair
5570 Electronics assembly occupations
5598 Other electronics technology course

Manufacturing Technology

5601 Manufacturing/materials processing
5603 Computer numerical control
5604 Foundry
5605 Industrial ceramics manufacturing
5606 Jewelry design, fabrication, and repair
5607 Machine tool operation/machine shop
5608 Metal fabrication
5609 Metallurgy
5610 Optical goods
5611 Plastic/composites
5612 Robotics
5613 Sheet metal
5614 Tool and die making
5616 Welding: combination
5617 Welding: electric
5618 Welding: gas
5620 Specialized welding program
5649 Other manufacturing technology course

Explorations in Industrial Technology (for grades K-8)

5940 Exploring technology (general industrial arts)
5945 Communications technology (drafting, electronics)
5950 Construction technology (wood shop)
5955 Manufacturing technology (metal shop)
5960 Power, energy and transportation (auto shop)

Power, Energy, and Transportation Technology

5651 Introduction to power, energy, and transportation
5652 Automotives
5653 Aircraft mechanics, combination
5654 Automotive body repair and refinishing, combination
5655 Automotive mechanics, combination
5657 Diesel equipment mechanics
5658 Heavy equipment maintenance and repair
5659 Marine powerplant maintenance
5660 Motorcycle repair
5661 Small engine repair
5662 Truck and bus driving
5664 Automotive body repair
5666 Automotive painting and refinishing
5670 Automatic transmission/transaxle
5671 Manual drive train and axles
5672 Transmissions/drive trains, combination
5674 Brakes
5675 Suspension and steering
5676 Brakes/suspension and steering, combination
5678 Engine performance (including emission control)
5679 Electrical systems
5680 Engine performance/electrical systems, combination
5682 Engine repair
5684 Engine performance/engine repair, combination
5686 Heating and air conditioning
5688 Automotive specialty, other combinations
5698 Other power, energy, and transportation course

Visual Communications, Drafting

5701 Drafting occupations
5703 Architectural drafting
5704 Civil/structural drafting
5705 Computer-aided drafting/design
5706 Electrical/electronic drafting
5707 Technical drafting
5708 Piping drafting
5709 Technical illustration
5710 Blueprint reading
5749 Other visual communication, drafting course

Visual Communications, Graphics

5751 Graphic communications
5753 Bookbinding
5754 Commercial art
5755 Commercial photography
5756 Composition, make-up, and typesetting
5757 Desktop publishing
5758 Photoengraving
5759 Photography, lithography, and platemaking
5760 Photographic laboratory and darkroom
5761 Printing press operations
5762 Silk screen making and printing
5770 Broadcasting technology
5798 Other visual communications, graphics course

Diversified Occupations

5811 Barbering
5812 Cosmetology
5814 Manicuring and pedicuring
5819 Other personal services course
5831 Fire control and safety
5833 Firefighting
5839 Other fire technology course
5842 Corrections
5847 Law enforcement
5849 Security services
5859 Other law enforcement/security services course
5861 Custodial services
5862 Fabric maintenance services
5864 Textile production and fabrication
5865 Pool and spa service
5866 Bicycle repair
5869 Other diversified occupations course

Applied Technology

5970 Technology core, level 1
5972 Technology core, level 2
5975 Principles of technology
5980 Applied communications
5985 Applied mathematics

Administrative, Pupil Service, and Clinical or Rehabilitative Assignments

"Enrollment," "grade level," and "meets UC/CSU requirements" should not be reported for the assignment codes on this page.

COUNTY/DISTRICT OFFICES

Administrative Assignments

General Administration

0100 Superintendent
0102 Deputy or associate superintendent (general)
0501 Noncertificated superintendent (including deputy, associate, or assistant superintendent)
0103 Administrative assistant (general)

Administrator (including associate or assistant superintendent, supervisor, director, coordinator) for:
0104 Finance/business
0105 Instructional/ curriculum services
0106 Public relations/information
0107 Staff personnel services
0108 Pupil personnel services
0109 Program evaluation/research
0110 Staff development
0111 Food services
0112 Data processing
0113 Transportation
0114 Welfare and attendance
0115 Health/medical services (not school nurse)
0139 Library media services
0140 Media services
0150 Proficiency/competency
0151 Region/area
0152 Integration/desegregation
0153 Government relations/legal services
0156 Union representative
0117 Assistant administrator/consultant for any of above services
0116 Other central office service (including combinations of above)

Administrative Assignments

Program/Subject Area Administration

Administrator (including associate or assistant superintendent, supervisor, director, coordinator) for:
0118 School improvement
0119 Bilingual education
0120 Vocational education
0121 Homemaking education
0122 Compensatory education
0124 Special education
0125 Federal/state-funded programs (general)
0126 Other program (including combinations of above)
0128 Elementary
0155 Secondary
0129 Reading/language arts
0130 Foreign languages
0131 Mathematics
0132 Science
0133 Social sciences
0134 Art/music
0135 Health
0136 Athletics
0149 Physical education
0141 Driver training
0142 Environmental education
0143 Instructional television
0144 Continuation education
0145 Year-round schools
0146 Summer schools
0147 Alternative education
0199 Advanced placement
0148 Independent study
0154 Work experience education
0157 Gifted and talented
0158 Technology coordinator
0159 Activities director
0171 Community day
0138 Assistant administrator/consultant for any of above programs or subject areas
0137 Other subject area (including combinations of above)

Pupil Service Assignments

Student Support Services

0200 Counselor (elementary)
0201 Counselor (secondary)
0202 Psychologist
0203 Psychometrist
0204 Library media teacher (librarian)
0205 Social worker
0206 Nurse
0209 Other medical professional

Special Education

0224 Program specialist

Designated instruction and services (D.I.S.):
0208 Special education resource specialist
0211 Speech pathology/therapy/hearing specialist
0212 Audiology
0213 Physical therapy
0214 Vision therapy
0215 Guidance counselor
0216 Psychologist
0217 Parent counseling/training
0218 Nurse
0219 Social worker
0220 Recreation therapy
0221 Diagnostic staff
0222 Work study coordinator
0223 Occupational therapist
0225 Mobility instruction
0228 Other noninstructional staff

SCHOOL SITE

Administrative Assignments

General Administration

0300 Superintendent/principal
0301 Principal
0302 Associate administrator, assistant administrator, or vice principal (general)
6003 Full-time teaching principal or superintendent

Administrator (including associate, assistant, vice principal, director, supervisor, coordinator, dean) for:
0303 Instructional/curriculum services
0304 Pupil personnel services
0305 Food services
0306 Library media services
0324 Union representative
0307 Other school-level services (including combinations of above)

Program Administration

Administrator (including associate, assistant, vice principal, supervisor, director, coordinator, dean) for:
0158 Technology coordinator
0308 Bilingual education
0309 Career-technical education
0311 Special education
0312 Federal/state-funded programs
0314 Elementary
0315 Secondary
0316 Athletics
0318 Continuation education
0319 Alternative education
0320 Independent study
0330 Community day
0321 Work experience education
0322 Proficiency/competency
0323 Gifted and talented
0325 Activities director
0317 Other program (including combinations of above)

Department Chair

2199 English department chair
2299 Foreign Languages department chair
2359 Dance department chair
2399 Music department chair
2459 Computer Education department chair
2499 Mathematics department chair
2539 Health Education department chair
2549 Safety Education department chair
2599 Physical Education department chair
2699 Science department chair
2749 Humanities department chair
2799 Social Science department chair
2897 Visual and Performing Arts department chair
2899 Art department chair
2999 Drama/Theater department chair
3009 Special Education department chair
4099 Agriculture Education department chair
4199 Business Education-Marketing department chair
4299 Health Careers department chair
4399 Consumer Home Economics Education department chair
4499 Home Economics Related Occupations department chair
4699 Business Education-Office department chair
5999 Applied Technology department chair, industrial and technology education
6099 Other department chair (any combination of subject areas)

Pupil Service Assignments

Student Support Services

0400 Counselor
0401 Psychologist
0402 Library media teacher (librarian)
0403 Social worker
0404 School nurse
0408 Counselor (continuation education)
0409 Other medical professional
0407 Other student support services

Special Education

0224 Program specialist

Designated instruction and services (D.I.S.):
0208 Special education resource specialist
0211 Speech pathology/therapy/hearing specialist
0212 Audiology
0213 Physical therapy
0214 Vision therapy
0215 Guidance counselor
0216 Psychologist
0217 Parent counseling/training
0218 Nurse
0219 Social worker
0220 Recreation therapy
0221 Diagnostic staff
0222 Work study coordinator
0223 Occupational therapist
0225 Mobility instruction
0228 Other noninstructional staff