# Preschool Language Information System (PLIS) Data Reporting Instructions

The Preschool Language Information System (PLIS) will collect required data every quarter on dual language learners and preschool programs in the California State Preschool Program (CSPP). Contractors will submit the PLIS Report on a retroactive basis in order to enter information into the PLIS. The PLIS Report can be entered manually into the PLIS system or uploaded in a tab-delimited text (.txt) file.

## Instructions to Manually Enter the PLIS Report

Click “Add Child” from the Home Page and enter in the relevant information per field. Information is separated into three different tabs: (1) Child, (2) Family, (3) Classroom and Facility. Please make sure you enter all required information into all three tabs before clicking “Add Child Record.” After a record has been successfully added, you can edit information as needed by clicking the “Edit” option next to the relevant child.

For every child enrolled in your program during the reporting quarter, ensure the information in the following three tabs is filled out. All items are required unless explicitly marked as optional. Please review the data definitions section of this document for detailed definitions of each data field.

* + *“Child” Tab*
    - Child Last Name
    - Child First Name, Child Middle Initial
    - Child Identification Case Number
    - Child Date of Birth
    - Child Date of Enrollment
    - Child Date of Instrument
    - Child Ethnicity
    - Child Race
    - Child Home Language(s) (Question 4 in the CDE Family Language and Interest Interview)
    - Child Most-Used Language (Question 6 in the California Department of Education (CDE) Family Language and Interest Interview)
    - Child is Dual Language Learner (DLL) (see Data Definitions section for determinants of DLL)
    - Teacher Designation of DLL Status (Note-- this is a data field related to whether the child was designated as a DLL based on the teacher's observation of the child and not on responses in the Family Language Instrument. See Data Definitions section for more information on Teacher Designation)
  + *“Family” Tab*
    - Family Identification Case Number
    - Head-of-Household Last Name
    - Head-of-Household First Name
    - Head-of-Household Middle Initial
    - Written Communication Preference (Question 7 in the CDE Family Language and Interest Interview)
    - Verbal Communication Preference (Question 8 in the CDE Family Language and Interest Interview)
  + *“Classroom and Facility” Tab*
    - Language(s) Used by Lead Teacher in the Child’s Classroom or Family Childcare Home
    - Language(s) Lead Teacher is Proficient in (see Data Definitions section for definition of proficiency)
    - Language(s) Used by Other Program Staff in Child’s Classroom or Family Childcare Home
    - Language(s) Other Program Staff are Proficient in (see Data Definitions section for definition of proficiency)
    - Language Program Type
    - Facility Name
    - Facility or License Number
    - LEA Provider CDS Code
    - Site Address 1
    - Site Address 2
    - Site City
    - Site State
    - Site Zip Code

*For a full list of Language definitions, select a “Child,” then select the “Classroom and Facility” Tab, and “Open Language Codes.”*

## Uploading the PLIS Report Using a Tab-Delimited Text File

### Step 1: Understand the Upload Process

* The upload process is a way for agencies or sub-agencies to more easily report Child Records by uploading a data-filled file.
* The file you will use to upload data to the PLIS system must be a Tab-delimited text (.txt) file. You can use any spreadsheet software (e.g., Excel), custom data software, or text editor to modify and prepare this file.
* The structure of the tab-delimited file is a series of rows, each representing a child, and corresponding columns that represent the data values for each child. For each child row included, a value must be provided for every column (with the exception of **Optional** columns). In the "Data Columns" section below, the data columns are described in detail.

**Important Note:** **The upload process will irretrievably replace any existing data for this entity; it does not append data.**

### Step 2: Download a Tab-Delimited File

* It is recommended that you always start the process by downloading an appropriate file with which to work. By starting with a downloaded file, you will be sure to have the column names already set up for you. You can choose one of the following to download:
  + A copy of the template with example values
  + A blank copy of the template

### Step 3: Modify the Tab-Delimited File and Upload

* Add child data as rows to the tab-delimited file while following the guidelines described below in the "Data Columns" section below.
* Consult the 2 tabular sections "Race Codes" and "Language Codes" to find appropriate codes.
* When you're finished adding to or modifying your file, use the controls at the bottom of this page to upload it.
* If the system encounters errors during the upload process, please fix them and try the upload again.

**Reporting Schedule:** Please refer to the PLIS Data Reporting Schedule, located on the PLIS Landing Page, for more information on important dates related to the PLIS Report.

**Data Definitions**

* **Determination of Dual Language Learner**:

(1) If a language other than English is the answer to questions 1, 3, or 4 of the Family Language Instrument, or

(2) If the answers to the Family Language Instrument questions 1, 3, or 4 indicated English only, but program staff determine within 30 days, through child observations, that the child demonstrates they speak, respond to, or understand a language other than English, the contractor must share these observations with the family and review with the family the responses to the Family Language Instrument, updating as necessary to ensure proper designation.

(3) Child is designated as an English learner in Transitional Kindergarten (TK) or Kindergarten (K) (only a possibility if the child is dually enrolled in CSPP and TK or K for Expanded Learning and Care and the CSPP has obtained this information from the parent or LEA).

* **Definition of Proficient in Language**: The ability to speak, read, write, and understand the language, as well as an ability to integrate the language into culturally and linguistically appropriate interactions with children.
* **Child Records**
* **Child Last Name:** The Child Last Name information field indicates the last name of the child receiving subsidized childcare services through an agency’s CSPP contract with the Early Education Division (EED). On the EED-9600 Form, look at the “Child’s Legal Last Name” in Section VI. Data On Children Served in the Program.
* **Child First Name:** The Child First Name information field indicates the first name of the child receiving subsidized childcare services through an agency’s CSPP contract with the EED. On the EED-9600 Form, look at the “Child’s Legal First Name” in Section VI. Data On Children Served in the Program.
* **Child Middle Initial:** The Child Middle Initial information field indicates the middle initial of the child receiving subsidized childcare services through an agency’s CSPP contract with the EED. On the EED-9600 Form, look at the “Child’s Legal Middle Name” in Section VI. Data On Children Served in the Program.
* **Child Identification Case Number:** This is the unique child identification or case number that an agency assigns to a child receiving subsidized childcare services through an agency’s contract with the EED. If the agency does not maintain a Child Identification Case Number (CICN), they may leave this field blank.
* **Child Date of Birth:** The Child Date of Birth information field indicates the month, day, and year the child receiving subsidized childcare services through an agency’s CSPP contract with the EED was born. On the EED-9600 Form, look at the “Child’s Birthdate” in Section VI. Data On Children Served in the Program.
* **Child Date of Enrollment:** The Child Date of Enrollment information field indicates the month, day, and year the child was scheduled to receive subsidized services. On the EED-9600 Form, look at the “First Date of Subsidized Service” in Section IX. For Office Use Only.
* **Child Date of Instrument:** The Child Date of Instrument indicates the month, day, and year the Family Language Instrument was completed for this child as applicable. For dually enrolled Transitional Kindergarten (TK) or Kindergarten (K) students who are determined to be dual language learners based on their English learner designation in the TK-12 system, please leave the field blank.
* **Child Hispanic Ethnicity Indicator:** An indication of whether or not a child’s parent identifies the child as having an ethnicity (how a parent identifies the child in the context of: heritage, culture [i.e., religion, language, customs, music, etc.], lineage, or country of birth of the person or the person's ancestors; and is not nationality or race) of Hispanic. A “Y” would indicate that a child’s parent has identified the child as having an ethnicity of Hispanic. An “N” would indicate that they do not.
  + **Child Race Code:** A coded value representing a person's Race Category. If more than one race needs to be entered, multiple race codes can be entered and separated by commas, e.g., a child reporting Asian and Black and African American race codes would be entered as, “200, 600”. Race codes and their corresponding definitions are listed below in the Tab-Delimited Text File Format Specifications section.
* **Child Home Language(s):** The Child Home Language(s) information field indicates the language(s) most often used in the child’s home and can be found in Question 4 of the CDE Family Language and Interest Interview. Multiple languages can be entered and separated by commas, e.g., a child reporting English and Spanish in the Child Home Language(s) field would be entered as: eng,spa
* **Child Most-Used Language:** The Child Most-Used Language information field indicates the child’s most-used or primarily spoken language and can be found in Question 6 of the California Department of Education (CDE) Family Language and Interest Interview.
* **Child is Dual Language Learner:** The Dual Language Learner (DLL) information field indicates if the child is a dual (or multi) language learner. More information can be found in the Data Definitions Section below.
* **DLL Teacher Designated**: The DLL status is Teacher Designated information field indicates that the child’s teacher made the designation of the child’s dual language learner status based on the teacher's observation of the child and not on responses in the Family Language Instrument as “Yes”. Teacher Designation can only occur if the parent designated English only in the answers to the Family Language Instrument, but after 30 calendar days, through child observations, the child demonstrates they speak, respond to, or understand a language other than English, *and* the teacher has met with the parent or guardian but the parent or guardian refuses to update their answers to the Family Language Instrument. For more information on rules for Teacher Designation, please refer to the Management Bulletin (MB) 23-04 FAQs on the <https://www.cde.ca.gov/sp/cd/ci/plissupportlanding.asp>.
  + This field is only available if the “Child is a Dual Language Learner” field is responded as “Yes”. If “Child is a Dual Language Learner” field is responded as “No”, this field must be left blank in an electronic file.
  + Select “Y” in the “DLL Teacher Designated” field if the Teacher designated the child as a DLL based on the teacher's observation of the child and not on responses in the Family Language Instrument; Select “N” if the child was designated as a DLL based on responses in the Family Language Instrument
* **Family Records**
* **Family Identification Case Number:** The Family Identification Case Number (FICN) information field indicates a specific family receiving subsidized childcare services through an agency’s CSPP contract with the EED. This is the unique identification or case number that an agency assigns to a family receiving subsidized childcare services through an agency’s contract with the EED. On the EED-9600 Form, look at the “Family Identification Case Number” in the first page.
* **Head-of-Household Last Name:** The Head-of-Household (HoH) Last Name information field indicates the last name of the HoH of the family receiving subsidized childcare services through an agency’s CSPP contract with the EED. The HoH is the person legally and financially responsible for the child(ren) receiving subsidized childcare services through an agency’s CSPP contract with the EED. In a foster case (family of one), the HoH Last Name is the last name of the oldest foster child receiving subsidized childcare services through an agency’s CSPP contract with the EED.
* **Head-of-Household First Name:** The Head-of-Household (HoH) First Name information field indicates the first name of the HoH of the family receiving subsidized childcare services through an agency’s CSPP contract with the EED. The HoH is the person legally and financially responsible for the child(ren) receiving subsidized childcare services through an agency’s CSPP contract with the EED. In a foster case (family of one), the HoH First Name is the first name of the oldest foster child receiving subsidized childcare services through an agency’s CSPP contract with the EED.
* **Head-of-Household Middle Initial:** The Head-of-Household (HoH) Middle Initial information field indicates the middle initial of the HoH of the family receiving subsidized childcare services through an agency’s CSPP contract with the EED. The HoH is the person legally and financially responsible for the child(ren) receiving subsidized childcare services through an agency’s CSPP contract with the EED. In a foster case (family of one), the HoH middle initial is the middle initial of the oldest foster child receiving subsidized childcare services through an agency’s CSPP contract with the EED.
* **Written Communication Preference:** The Written Communication Preference information field indicates the family’s preferred language for written communication and can be found in Question 7 of the CDE Family Language Instrument and Interest Interview.
* **Verbal Communication Preference:** The Verbal Communication Preference information field indicates the family’s preferred language for verbal communication and can be found in Question 8 of the CDE Family Language Instrument and Interest Interview.
* **Classroom and Facility Records**
* **Language(s) Used - Lead Teacher:** The Language(s) Used - Lead Teacher information field indicates the language(s) used by the lead teacher in the child’s classroom or Family Child Care Home. Multiple languages can be selected by holding down the ‘Ctrl’ button while clicking.
* **Language(s) Proficient – Lead Teacher:** The Language(s) Proficient – Lead Teacher information field indicates the language(s) in which the lead teacher in the child’s classroom or Family Child Care Home is proficient in. Multiple languages can be selected by holding down the ‘Ctrl’ button while clicking. (See Data Definitions for a detailed definition of language proficiency)
* **Language(s) Used - Other Program Staff:** The Language**(**s) Used - Other Program Staff information field indicates the language(s) used by other program staff in the child’sclassroom or Family Child Care Home. Multiple languages can be selected by holding down the ‘Ctrl’ button while clicking.
* **Language(s) Proficient – Other Program Staff:** The Language(s) Proficient – Other Program Staff information field indicates the language(s) in which other program staff in the child’s classroom or Family Child Care Home are proficient. Multiple languages can be selected by holding down the ‘Ctrl’ button while clicking. (See Data Definitions for a detailed definition of language proficiency)
* **Language Program Type:** The Language Program information field indicates which program type the classroom participates in.
  + **Dual Language Immersion Program:** Dual Language Immersion Program information field indicates if the classroom or facility is a Dual Language Immersion (DLI) program participant.
    - A dual language immersion program is a program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. Selecting this option indicates that the classroom or facility participates in a DLI Program. Please choose one of the following language allotment types for the Dual Language Immersion Program the classroom participates in:
      * **50/50 Program:** The 50/50 Program information field indicates if the classroom or facility is in a program where the intent is to offer a balance of English and a language other than English, where English and the other language are used equally throughout the program day.
      * **Other Language Allotment (Majority Non-English) Program:** The Other Language Allotment (Majority Non-English) Program information field indicates a classroom or facility where a proportion of more than half of content is taught in a language other than English and the remainder of content is taught in English.
  + **Other Language Allotment (Majority English) Program:** The Other Language Allotment (Majority English) Program information field indicates a classroom or facility where a proportion of more than half of content is taught in English, and the remainder of content is taught in a language other than English.
  + **Other Language Program**: The Other Language Program information field indicates that the classroom or facility participates in other language programs or other programs used during instruction that helps to develop home language not listed above.
  + **Home Language Support**: English-only with home-language support.
  + **None**: The None field indicates that the classroom or facility does not participate in a language program.
* **Site Name:** The Site Name information field indicates the name of the facility at which the child is enrolled in and receiving subsidized childcare services.
* **Facility or License Number:** The Facility or License Number information field indicates the Day Care Center or Family Child Care Home License and Facility number assigned to the licensed childcare site where the child receives subsidized childcare services through an agency’s CSPP contract. If applicable, the facility and license number should be eight or nine digits long. If this field is not applicable, you must leave it blank and either submit data in the below LEA Provider County-District-School (CDS) Code, or submit data in the below Site Address Information data fields. The system will not allow all three fields to be blank.
* **LEA Provider CDS Code:** The LEA Provider CDS Code information field indicates the County-District-School (CDS) code of the Local Education Agency (LEA) that provides service at this facility. If applicable, the LEA Provider CDS Code should be 14-digit. If this field is not applicable, you must leave it blank and submit data in the above Facility and License Number field, or submit data in the below Site Address Information data fields. The system will not allow all three fields to be blank.
* **Site Address Information**: The site address information fields are required only if a site does not have a license number OR CDS code. If the site address is required, you must include the following site address components:
  + Address 1: The main street address where the site is located; this address must be the physical street address where the child receives services.
  + Address 2: The unit, apartment, suite, or space number of the main address, if needed. This field does not require data entry.
  + Site City: The city in which the site is located.
  + Site State: The state in which the site is located. Please abbreviate with the state’s two letter abbreviation
  + Site Zip Code: The zip code where the site is located. This must contain nine digits: the primary five-digit zip code and the four-digit extension.

## Tab-Delimited Text File Format Specifications:

This section provides detailed information of format specifications for each data field within a PLIS Report.

Within an electronic file, all data elements must be specifically formatted and meet specific criteria. The below table outlines each data element of a file. Additionally, the table below provides descriptions and comments of each data element, including the value rules and example values.

| **Column Name** | **Description** | **Value Rules** | **Example Value** |
| --- | --- | --- | --- |
| **Last Name** | The child's Last Name | * Text from 1-50 characters * Can consist of English alphabet letters, spaces, apostrophes, or hyphens | **Garcia** |
| **First Name** | The child's First Name | * Text from 1-50 characters * Can consist of English alphabet letters, spaces, apostrophes, or hyphens | **Ana** |
| **MI (Middle Initial)** | The child's Middle Initial | * The first character of the child's Middle Name * **Optional** | **M** |
| **Child Identification Case Number (CICN)** | The child's unique Child Identification Case Number (CICN) | * Maximum 100 characters * If your agency has one, use the unique identifier for this child * **Optional**, but the system will automatically generate a value if left blank | **123456** |
| **Date of Birth** | The child's Date of Birth | * Must be formatted as MM/DD/YYYY | **11/18/2018** |
| **Date of Enrollment** | The child's Date of Enrollment | * Must be formatted as MM/DD/YYYY | **11/18/2020** |
| **Date of Instrument** | The date when the Family Language Instrument was completed for the child at this facility. | * Must be formatted as MM/DD/YYYY * If the child is dually enrolled in TK/K and are determined to be dual language learners based on their English learner designation in the TK-12 system, please leave this field blank. | **11/25/2020** |
| **Hispanic** | Indicator that the child is Hispanic (regardless of another Race) | * Either "Y" (Yes), "N" (No), or blank (indicates "No Response") * **Semi-Optional**: At least 1 of either Hispanic or Races must have a value | **Y** |
| **Race(s)** | The child's racial background(s) | * 0 or more Race Codes (found in the table below) * Blank indicates "No Response" * When inputting multiple codes, separate each with a comma * **Semi-Optional**: At least 1 of either Hispanic or Race(s) must have a value | **100,600** |
| **Home Language(s)** | The language(s) most used in the child's home | * 1 or more Language Code(s) (found in the table below) * When inputting multiple codes, separate each with a comma * Do not include a space between multiple codes * Interview Question 4 | **eng,spa** |
| **Most-used Language** | The language the child most often uses | * 1 Language Code (found in the table below) * Interview Question 6 | **eng** |
| **Dual Language Learner** | Indicator that the child is a Dual or Multi Language Learner | * Either "Y" (Yes) or "N" (No) | **Y** |
| **DLL Teacher Designated** | Indicator that the child’s teacher made the DLL designation based on the teacher's observation of the child and not on responses in the Family Language Instrument | * Either “Y” (Yes) or “N” (No) * Field required if Dual Language Learner field is answered “Y” * If Dual Language Learner field is answered “N”, this field must be blank in an electronic file submission. | **N** |
| **Family Identification Case Number (FICN)** | The child's family's Family Identification Case Number (FICN) | * Maximum 15 characters | **1234567890123** |
| **Head-of-Household Last Name** | The last name of the child’s Head-of-Household | * Text from 1-100 characters * Can consist of English alphabet letters, spaces, apostrophes, or hyphens | **Smith** |
| **Head-of-Household First Name** | The first name of the child’s Head-of-Household | * Text from 1-100 characters * Can consist of English alphabet letters, spaces, apostrophes, or hyphens | **Maria** |
| **Head-of-Household Middle Initial** | The middle initial of the child's Head-Of-Household | * The first character of the Head-of-Household's Middle Name * **Optional** * One letter only | **S** |
| **Written Communication Preference** | The language preference for the family's written communication | * 1 Language Code (found in the table below) * Interview Question 7 | **eng** |
| **Verbal Communication Preference** | The language preference for the family's verbal communication | * 1 Language Code (found in the table below) * Interview Question 8 | **spa** |
| **Language(s) Used – Lead Teacher** | Language(s) used by the child's lead teacher | * 1 or more Language Codes (found in the table below) * When inputting multiple codes, separate each with a comma * Do not include a space between multiple codes | **eng,cmn** |
| **Language(s) Proficient – Lead Teacher** | Language(s) proficient in of the child's lead teacher | * 1 or more Language Codes (found in the table below) * When inputting multiple codes, separate each with a comma * Do not include a space between multiple codes | **eng,spa,cmn** |
| **Language(s) Used – Other Program Staff** | Language(s) used by other program staff | * 1 or more Language Codes (found in the table below) * When inputting multiple codes, separate each with a comma * Do not include a space between multiple codes | **eng,jpn,per** |
| **Language(s) Proficient – Other Program Staff** | Language(s) proficient in of the other program staff | * 1 or more Language Codes (found in the table below) * When inputting multiple codes, separate each with a comma. Do not include a space between multiple codes | **eng,ase,nas** |
| **Language Program Types** | Indicates if the classroom participates in a Language Program Type. Can only choose one option. | * Two-digit code found in the Language Program Type table below | **01** |
| **Site Name** | The name of the facility where this child attends | * Text from 1-100 characters | **ABC Daycare** |
| **Facility and License Number** | The facility/license number where this child attends | * Either blank or a number with 8 or 9 digits * **Semi-Optional**: Should only be left blank if the LEA Provider CDS Code column contains a valid value. | **123456789** |
| **LEA Provider CDS Code** | The 14-digit County-District-School (CDS) Code of the Local Education Agency (LEA) that provides service at this facility | * Either blank or a number with 14 digits * **Semi-Optional**: Should only be left blank if the Facility Number column contains a valid value. | **12345678901234** |
| **Site Address 1** | The main street address where the site is located; this address must be the physical street address where the child receives services. | * This field is required if the license number AND CDS code fields are blank | **123 Main St** |
| **Site Address 2** | The unit, apartment, suite, or space number of the site’s main address, if needed. This field does not require data entry. | * This field is required if the license number AND CDS code fields are blank * Data entry in this field is not required | **Apt 2** |
| **Site City** | The city in which the site is located. | * This field is required if the license number AND CDS code fields are blank * City spelled out | **Sacramento** |
| **Site State** | The state in which the site is located. | * This field is required if the license number AND CDS code fields are blank * Include the two-letter state abbreviation only | **CA** |
| **Site Zip Code** | The zip code where the site is located. | * This field is required if the license number AND CDS code fields are blank * The zip code must include both the five-digit zip and four-digit extension * In an electronic file, this must be submitted without a hyphen | **958315114** |

## Language Program Type Codes

| **Code** | **Code Name** | **Description** |
| --- | --- | --- |
| **00** | **None** | Choose this code if the classroom or facility does not participate in any language programs**.** |
| **01** | **50/50 Program** | Choose this code if the classroom or facility is in a program where the intent is to offer a balance of English and a language other than English, where English and the other language are used equally throughout the program day. |
| **02** | **Other Allotment (Majority English) Program** | Choose this code if the classroom or facility participates in a program where a proportion of more than half of content is taught in English and the remainder of the content is taught in a language other than English. |
| **03** | **Other Allotment (Majority Non-English) Program** | Choose this code if the classroom or facility participates in a program where a proportion of more than half of content is taught in a language other than English, and the remainder of content is taught in English. |
| **04** | **Home Language Support** | Choose this code if the classroom or facility participates in English-only instruction with home-language support. |
| **99** | **Other Language Program** | Choose this code if the classroom or facility participates in a language program type not listed above. |

## Language Codes

| Code | Description |
| --- | --- |
| aar | Afar |
| abk | Abkhazian |
| ace | Achinese |
| ach | Acoli |
| ada | Adangme |
| ady | Adyghe; Adygei |
| afa | Afro-Asiatic languages |
| afr | Afrikaans |
| ain | Ainu |
| aka | Akan |
| alb | Albanian |
| ale | Aleut |
| alg | Algonquian languages |
| alt | Southern Altai |
| amh | Amharic |
| anp | Angika |
| apa | Apache languages |
| ara | Arabic |
| arc | Official Aramaic (700-300 BCE); Imperial Aramaic (700-300 BCE) |
| arg | Aragonese |
| arm | Armenian |
| arn | Mapudungun; Mapuche |
| arp | Arapaho |
| arw | Arawak |
| ase | American Sign Language |
| asm | Assamese |
| ast | Asturian; Bable; Leonese; Asturleonese |
| ath | Athapascan languages |
| aus | Australian languages |
| ava | Avaric |
| awa | Awadhi |
| aym | Aymara |
| aze | Azerbaijani |
| bad | Banda languages |
| bai | Bamileke languages |
| bak | Bashkir |
| bal | Baluchi |
| bam | Bambara |
| ban | Balinese |
| baq | Basque |
| bas | Basa |
| bat | Other Baltic languages |
| bej | Beja; Bedawiyet |
| bel | Belarusian |
| bem | Bemba |
| ben | Bengali |
| ber | Berber languages |
| bho | Bhojpuri |
| bih | Bihari languages |
| bik | Bikol |
| bin | Bini; Edo |
| bis | Bislama |
| bla | Siksika |
| bnt | Bantu languages |
| bos | Bosnian |
| bra | Braj |
| bre | Breton |
| btk | Batak languages |
| bua | Buriat |
| bug | Buginese |
| bul | Bulgarian |
| bur | Burmese |
| byn | Blin; Bilin |
| cad | Caddo |
| cai | Central American Indian languages |
| car | Galibi Carib |
| cat | Catalan; Valencian |
| cau | Caucasian languages |
| ceb | Cebuano (Bisayan, Visayan) |
| cel | Celtic languages |
| cha | Chamorro (Guamanian) |
| che | Chechen |
| chi | Chinese (Other Chinese languages) |
| chk | Chuukese |
| chm | Mari |
| chn | Chinook jargon |
| cho | Choctaw |
| chp | Chipewyan; Dene Suline |
| chr | Cherokee |
| chv | Chuvash |
| chy | Cheyenne |
| cld | Chaldean Neo-Aramaic (Chaldean) |
| cmc | Chamic languages |
| cmn | Mandarin (Putonghua, Guoyu) |
| cor | Cornish |
| cos | Corsican |
| cpe | Creoles and pidgins, English based |
| cpf | Creoles and pidgins, French-based |
| cpp | Creoles and pidgins, Portuguese-based |
| cre | Cree |
| crh | Crimean Tatar; Crimean Turkish |
| crp | Creoles and pidgins |
| csb | Kashubian |
| cus | Cushitic languages |
| cze | Czech |
| dak | Dakota |
| dan | Danish |
| dar | Dargwa |
| day | Land Dayak languages |
| del | Delaware |
| den | Slave (Athapascan) |
| dgr | Dogrib |
| din | Dinka |
| div | Divehi; Dhivehi; Maldivian |
| doi | Dogri |
| dra | Dravidian languages |
| dsb | Lower Sorbian |
| dua | Duala |
| dut | Dutch; Flemish |
| dyu | Dyula |
| dzo | Dzongkha |
| efi | Efik |
| eka | Ekajuk |
| eng | English |
| epo | Esperanto |
| est | Estonian |
| ewe | Ewe |
| ewo | Ewondo |
| fan | Fang |
| fao | Faroese |
| fat | Fanti |
| fij | Fijian |
| fil | Filipino; Pilipino |
| fin | Finnish |
| fiu | Finno-Ugrian languages |
| fon | Fon |
| fre | French |
| frr | Northern Frisian |
| frs | Eastern Frisian |
| fry | Western Frisian |
| ful | Fulah |
| fur | Friulian |
| gaa | Ga |
| gay | Gayo |
| gba | Gbaya |
| gem | Germanic languages |
| geo | Georgian |
| ger | German |
| gil | Gilbertese |
| gla | Gaelic; Scottish Gaelic |
| gle | Irish |
| glg | Galician |
| glv | Manx |
| gon | Gondi |
| gor | Gorontalo |
| grb | Grebo |
| gre | Greek, Modern (1453-) |
| grn | Guarani |
| gsw | Swiss German; Alemannic; Alsatian |
| guj | Gujarati |
| gwi | Gwich'in |
| hai | Haida |
| hat | Haitian; Haitian Creole |
| hau | Hausa |
| haw | Hawaiian |
| heb | Hebrew |
| her | Herero |
| hil | Hiligaynon |
| him | Himachali languages; Western Pahari languages |
| hin | Hindi |
| hit | Hittite |
| hmn | Hmong; Mong |
| hmo | Hiri Motu |
| hrv | Croatian |
| hsb | Upper Sorbian |
| hsi | Home Signs |
| hun | Hungarian |
| hup | Hupa |
| iba | Iban |
| ibo | Igbo |
| ice | Icelandic |
| iii | Sichuan Yi; Nuosu |
| ijo | Ijo languages |
| iku | Inuktitut |
| ilo | Iloko (Ilocano) |
| inc | Indic languages |
| ind | Indonesian |
| ine | Indo-European languages |
| inh | Ingush |
| ipk | Inupiaq |
| ira | Iranian languages |
| iro | Iroquoian languages |
| ita | Italian |
| jav | Javanese |
| jpn | Japanese |
| jpr | Judeo-Persian |
| jrb | Judeo-Arabic |
| kaa | Kara-Kalpak |
| kab | Kabyle |
| kac | Kachin; Jingpho |
| kal | Kalaallisut; Greenlandic |
| kam | Kamba |
| kan | Kannada |
| kar | Karen languages |
| kas | Kashmiri |
| kau | Kanuri |
| kaz | Kazakh |
| kbd | Kabardian |
| kha | Khasi |
| khi | Khoisan languages |
| khm | Central Khmer |
| kho | Khotanese; Sakan |
| kik | Kikuyu; Gikuyu |
| kin | Kinyarwanda |
| kir | Kirghiz; Kyrgyz |
| kjg | Khmu |
| kmb | Kimbundu |
| kok | Konkani |
| kom | Komi |
| kon | Kongo |
| kor | Korean |
| kos | Kosraean |
| kpe | Kpelle |
| krc | Karachay-Balkar |
| krl | Karelian |
| kro | Kru languages |
| kru | Kurukh |
| kua | Kuanyama; Kwanyama |
| kum | Kumyk |
| kur | Kurdish (Kurdi, Kurmanji) |
| kut | Kutenai |
| lad | Ladino |
| lah | Lahnda |
| lam | Lamba |
| lao | Lao |
| lav | Latvian |
| lez | Lezghian |
| lhu | Lahu |
| lim | Limburgan; Limburger; Limburgish |
| lin | Lingala |
| lit | Lithuanian |
| lol | Mongo |
| loz | Lozi |
| ltz | Luxembourgish; Letzeburgesch |
| lua | Luba-Lulua |
| lub | Luba-Katanga |
| lug | Ganda |
| lui | Luiseno |
| lun | Lunda |
| luo | Luo (Kenya and Tanzania) |
| lus | Lushai |
| mac | Macedonian |
| mad | Madurese |
| mag | Magahi |
| mah | Marshallese |
| mai | Maithili |
| mak | Makasar |
| mal | Malayalam |
| man | Mandingo |
| mao | Maori |
| map | Austronesian languages |
| mar | Marathi |
| mas | Masai |
| may | Malay |
| mdf | Moksha |
| mdr | Mandar |
| men | Mende |
| mic | Mi'kmaq; Micmac |
| min | Minangkabau |
| mis | Uncoded languages (Other non-English languages) |
| mkh | Mon-Khmer languages (Cambodian) |
| mlg | Malagasy |
| mlt | Maltese |
| mni | Manipuri |
| mno | Manobo languages |
| moh | Mohawk |
| mon | Mongolian |
| mos | Mossi |
| mul | Multiple languages |
| mun | Munda languages |
| mus | Creek |
| mwl | Mirandese |
| mwr | Marwari |
| myn | Mayan languages |
| myv | Erzya |
| nah | Nahuatl languages |
| nai | North American Indian languages |
| nap | Neapolitan |
| nas | Non-American Sign Language |
| nau | Nauru |
| nav | Navajo; Navaho |
| nbl | Ndebele, South; South Ndebele |
| nde | Ndebele, North; North Ndebele |
| ndo | Ndonga |
| nds | Low German; Low Saxon; German, Low; Saxon, Low |
| nep | Nepali |
| new | Nepal Bhasa; Newari |
| nia | Nias |
| nic | Niger-Kordofanian languages |
| niu | Niuean |
| nno | Norwegian Nynorsk; Nynorsk, Norwegian |
| nob | Bokmål, Norwegian; Norwegian Bokmål |
| nog | Nogai |
| nor | Norwegian |
| nqo | N'Ko |
| nso | Pedi; Sepedi; Northern Sotho |
| nub | Nubian languages |
| nya | Chichewa; Chewa; Nyanja |
| nym | Nyamwezi |
| nyn | Nyankole |
| nyo | Nyoro |
| nzi | Nzima |
| oci | Occitan (post 1500) |
| ofc | Other Forms of Communication |
| oji | Ojibwa |
| ori | Oriya |
| orm | Oromo |
| oss | Ossetian; Ossetic |
| ota | Turkish, Ottoman (1500-1928) |
| oto | Otomian languages (Mixteco) |
| paa | Papuan languages |
| pag | Pangasinan |
| pam | Pampanga; Kapampangan |
| pan | Panjabi; Punjabi |
| pap | Papiamento |
| pau | Palauan |
| per | Persian (Farsi) |
| phi | Philippine languages |
| pol | Polish |
| pon | Pohnpeian |
| por | Portuguese |
| pra | Prakrit languages |
| pus | Pushto; Pashto |
| qaa | Taiwanese |
| qab | Chaozhou (Teochew/Chiuchow) |
| que | Quechua |
| raj | Rajasthani |
| rap | Rapanui |
| rar | Rarotongan; Cook Islands Maori |
| roa | Romance languages |
| roh | Romansh |
| rom | Romany |
| rum | Romanian (Rumanian) |
| run | Rundi |
| rup | Aromanian; Arumanian; Macedo-Romanian |
| rus | Russian |
| sad | Sandawe |
| sag | Sango |
| sah | Yakut |
| sai | South American Indian languages |
| sal | Salishan languages |
| san | Sanskrit |
| sas | Sasak |
| sat | Santali |
| scn | Sicilian |
| sco | Scots |
| sel | Selkup |
| sem | Semitic languages |
| shn | Shan |
| sid | Sidamo |
| sin | Sinhala; Sinhalese |
| sio | Siouan languages |
| sit | Other Sino-Tibetan languages (Taishanese) |
| sla | Slavic languages |
| slo | Slovak |
| slv | Slovenian |
| sma | Southern Sami |
| sme | Northern Sami |
| smi | Sami languages |
| smj | Lule Sami |
| smn | Inari Sami |
| smo | Samoan |
| sms | Skolt Sami |
| sna | Shona |
| snd | Sindhi |
| snk | Soninke |
| sog | Sogdian |
| som | Somali |
| son | Songhai languages |
| sot | Sotho, Southern |
| spa | Spanish; Castilian |
| srd | Sardinian |
| srn | Sranan Tongo |
| srp | Serbian |
| srr | Serer |
| ssa | Nilo-Saharan languages |
| ssw | Swati |
| suk | Sukuma |
| sun | Sundanese |
| sus | Susu |
| swa | Swahili |
| swe | Swedish |
| syc | Classical Syriac |
| syr | Syriac (Assyrian) |
| tah | Tahitian |
| tai | Tai languages |
| tam | Tamil |
| tat | Tatar |
| tel | Telugu |
| tem | Timne |
| ter | Tereno |
| tet | Tetum |
| tgk | Tajik |
| tgl | Tagalog |
| tha | Thai |
| tib | Tibetan |
| tig | Tigre |
| tir | Tigrinya |
| tiv | Tiv |
| tkl | Tokelau |
| tli | Tlingit |
| tmh | Tamashek |
| tog | Tonga (Nyasa) |
| ton | Tonga (Tonga Islands) |
| tpi | Tok Pisin |
| tsi | Tsimshian |
| tsn | Tswana |
| tso | Tsonga |
| tuk | Turkmen |
| tum | Tumbuka |
| tup | Tupi languages |
| tur | Turkish |
| tut | Altaic languages |
| tvl | Tuvalu |
| twi | Twi |
| tyv | Tuvinian |
| udm | Udmurt |
| uig | Uighur; Uyghur |
| ukr | Ukrainian |
| umb | Umbundu |
| und | Undetermined |
| urd | Urdu |
| uzb | Uzbek |
| vai | Vai |
| ven | Venda |
| vie | Vietnamese |
| vot | Votic |
| wak | Wakashan languages |
| wal | Wolaitta; Wolaytta |
| war | Waray |
| was | Washo |
| wel | Welsh |
| wen | Sorbian languages |
| wln | Walloon |
| wol | Wolof |
| xal | Kalmyk; Oirat |
| xho | Xhosa |
| yao | Yao (Mien) |
| yap | Yapese |
| yid | Yiddish |
| yor | Yoruba |
| ypk | Yupik languages |
| yue | Cantonese |
| zap | Zapotec |
| zbl | Blissymbols; Blissymbolics; Bliss |
| zen | Zenaga |
| zgh | Standard Moroccan Tamazight |
| zha | Zhuang; Chuang |
| znd | Zande languages |
| zul | Zulu |
| zun | Zuni |
| zza | Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki |

## Race Codes

* [100] American Indian or Alaska Native
* [200] Asian
* [300] Hawaiian or Other Pacific Islander
* [600] Black or African American
* [700] White

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