# CBEDS Administrative Manual

Information about the California Basic Educational Data System (CBEDS) data collection.

**October 2025**

California Basic Educational Data System (CBEDS)   
California Department of Education (CDE)

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## General Information

### Administration

The California Department of Education (CDE) is responsible for the administration and management of the California Basic Educational Data System (CBEDS). This function is performed under the direction of the CBEDS/CDS Support Office of the Educational Data Management Division.

### Contacts

Although CBEDS data are collected by the Educational Data Management Division, data are collected for and used by other divisions within the CDE.

Below is a list of subject matter experts who may be contacted should you need assistance reporting data for a particular section of CBEDS.

#### General Inquiries, Classified Staff, Teacher Hires, and Educational Calendar

Education Data Management Division

CBEDS/CDS Support Office

[CBEDS@cde.ca.gov](mailto:CBEDS@cde.ca.gov)

#### District of Choice

Educational Data Management Division

CBEDS/CDS Support Office

[DistrictOfChoice@cde.ca.gov](mailto:DistrictOfChoice@cde.ca.gov)

#### Home-to-School Transportation

Andrew Peters

Office of School Transportation

Home-to-School Transportation Reimbursement Program

[HTSRP@cde.ca.gov](mailto:HTSRP@cde.ca.gov)

#### Kindergarten Program Type

Early Education and Support Division

Policy Office

[TK3Questions@cde.ca.gov](mailto:TK3Questions@cde.ca.gov)

#### Work Visa Applications

Kristen Cruz Allen

Professional Learning Support Division

Teacher and Leader Policy Office

[KCruzAllen@cde.ca.gov](mailto:KCruzAllen@cde.ca.gov)

### Resources

All information pertaining to the CBEDS data collection, including forms and instructions, training, correspondence, and more are available online. The following are links to important CBEDS resources.

CBEDS Web Page

<https://www.cde.ca.gov/ds/dc/cb/index.asp>

CBEDS Online Reporting Application (ORA)

<https://www3.cde.ca.gov/opuscbeds/login.aspx>

CBEDS Frequently Asked Questions (FAQs) Web Page

<https://www.cde.ca.gov/ds/dc/cb/faqs.asp>

### Significant Dates – CBEDS 2025

* **By July 15**   
  CBEDS coordinators receive data collection information.
* **By September 1**   
  CBEDS Training is made available.
* **October 1**  
  Information Day
* **October 15**   
  District of Choice (DOC) data are due to the CDE
* **By October 31**   
  CBEDS data are due to the CDE.
* **November 3**The CDE notifies district superintendents if CBEDS data are not received by this date.
* **December 19**   
  CBEDS cycle ends.

## CBEDS Forms and Data Collected

Three separate forms are used to collect CBEDS data. A breakdown of each form and what data are collected is provided below.

### County/District Information Form (CDIF)

* **Classified Staff** – The full-time equivalent of classified staff members by type, gender, and racial/ethnic designation.
* **Teacher Hires** – The estimated number of hires by subject area for 2026–27.
* **Home**-**to-School Transportation** –Ridership information for students who received home-to-school transportation services, general transportation information, and types of fuel sources.
* **Work Visa Applications** – The number of H-1B work visa applications applied for on behalf of potential local educational agency (LEA) and school employees and the number of those visa applications that were granted.

### School Information Form (SIF)

* **Classified Staff** – The full-time equivalent of classified staff members by type, gender, and racial/ethnic designation.
* **Kindergarten Program Type** – The type of kindergarten and transitional kindergarten (TK) program that the school offers.
* **Work Visa Applications for Charter Schools** – The number of H-1B work visa applications applied for on behalf of potential employees and the number of those visa applications that were granted.
* **Educational Calendar** – The type of calendar on which the school operates, and the school’s start date and end date.
* **Teacher Hires for Independently Reporting Charter Schools (IRCs)** – The estimated number of hires by subject area for 2026–27.

### District of Choice Supplemental (DOCS)

* **Transfer Requests** – The number of District of Choice transfer requests granted, withdrew, or denied, and the reason(s) for denial.
* **Transferred Students Receiving Transportation Services by Race/Ethnicity and Gender** – The number of District of Choice transfer students who received transportation services by race/ethnicity and gender for each district of residence.
* **Transferred Students Receiving Transportation Services by Program Participation** – The number of District of Choice transfer students who received transportation services by socioeconomic status, free or reduced-price meal eligibility, English learner status, students with disabilities, foster youth, and homeless child or youth for each district of residence.

## Data Reporting Responsibilities

County offices of education, school districts, and independently reporting charter schools are responsible for ensuring that appropriate CBEDS forms are completed and submitted to the CDE.

### LEA Responsibilities

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 data collection and reporting procedures are followed, and that accurate data are submitted to the CDE by the submission deadline. The CBEDS coordinator should also serve as the primary source for clarifying instructions to school staff on completing the CBEDS forms.

### Charter School Responsibilities

Should a charter school elect to report its data independently of its authorizing agency, the charter school administrator shall designate a CBEDS coordinator. It is the CBEDS coordinator’s responsibility, on behalf of the administrator, to ensure that all data collection and reporting procedures are followed, and that accurate data are submitted to the CDE by the submission deadline.

Charter schools are to specify their reporting method upon applying for a charter number. A charter school may elect to (1) report data independently of its authorizing agency and directly to the CDE through CBEDS-ORA, or (2) have the authorizing agency report the charter school’s CBEDS data on its behalf. The reporting status may be changed annually in May through the *Charter School Annual Information Update* online system.

## Requirements for Completing Each Form

### CDIF

**The following LEAs must complete a CDIF:**

* County Offices of Education (COEs)
* School Districts
* The California Education Authority (CEA)
* State Board of Education (SBE) Agencies
* Statewide Benefit Charter (SBC) Agencies
* State Special Schools

### SIF

**The following schools must complete a SIF:**

* All public schools maintained by county offices of education
* All public schools administered by a school district, including charter schools
* All public schools administered by the California Education Authority
* State Board of Education (SBE) Schools
* Statewide Benefit Charter (SBC) Schools
* State Special Schools

**The following schools shall NOT** **complete a SIF:**

* Preschools
* Children’s centers
* After-school programs
* Adult schools
* Regional occupational centers/programs (ROC/Ps)

### DOCS

**The following LEAs must complete a DOCS:**

* Districts participating in the District of Choice Program must complete the DOCS.

## CBEDS Purpose and Uses of Data

### Purpose

The CBEDS data collection is administered to meet federal and state reporting mandates, as well as to aid in program and policy decision making.

#### Federal and State Mandates

Federal mandates require the state to provide data on classified staff. State mandates require the CDE to provide information on H-1B work visa applications, information about students participating in the District of Choice program, information on the types of kindergarten programs offered by schools, and home-to-school transportation information.

#### Other Reporting Requirements

Educational calendar data and the number of estimated teacher hires are collected to assist with program and policy decision making.

### Uses of CBEDS Data

CBEDS data are used in the following ways:

* To meet federal and state reporting mandates.
* To conduct program analysis on kindergarten programs.
* To assist with educational calendar program and policy decision making.
* To aid with cohort calculations using school start and end dates.
* To assist with teacher shortage program and policy decision making.
* To assist school districts, transportation agencies, and school transportation operators in providing the safest and most efficient transportation services for their passengers.
* For research and general use by educational institutions and the public.

## Changes to the 2025–26 Data Collection

### Summary

No changes are being made to the County/District Information Form (CDIF) or the School Information Form (SIF) for the 2025–26 CBEDS data collection. For districts participating in the District of Choice program, there will be a change to the District of Choice Supplemental (DOCS) form.

The passage of Senate Bill 897 requires districts participating in the District of Choice program to include Foster Youth and Homeless Child or Youth student data in their required accounting and reporting. Therefore, the CBEDS DOCS form has been updated to reflect the addition of the Number of Foster Youth Students and the Number of Homeless Child or Youth Students in DOCS Section C – Transferred Students Receiving Transportation Services by Program Participation.

## Guidance for Data Preparation, Submission, and Back Up

### Data Preparation Guidance

The following guidance is provided for CBEDS coordinators in preparing for the CBEDS data collection.

* Review Data Reporting Requirements

Coordinators should work with the appropriate personnel within their LEA to ensure they are prepared to meet any new or existing data reporting requirements.

Updated CBEDS forms are available from the CDE CBEDS Web page at <https://www.cde.ca.gov/ds/dc/cb/index.asp>.

* Review and Update School Information

A timely review of school information is very important, as inaccuracies or discrepancies in information may prevent or delay your LEA’s data submission.

* Ensure the Accuracy of the List of Expected Schools

Coordinators should review the CBEDS **List of Expected Schools** to verify that the CDE’s records for the schools in their LEA are current.

The List of Expected Schools may be viewed from the CBEDS-ORA, located at [https://www3.cde.ca.gov/opuscbeds/login.aspx](https://www3.cde.ca.gov/opuscbeds/login.aspx" \o "Visit CBEDS-ORA).

* Notify the CDE of Temporarily Non-Operational Schools

If a school will temporarily not be in operation for the CBEDS reporting cycle, coordinators should notify the CDE by following the instructions on the List of Expected Schools. It is important to do this prior to reporting data, as errors may result in your data submission and may prevent or delay certification of data. Coordinators should work with their CALPADS Administrator to confirm that no students were enrolled on Information Day before reporting a school as temporarily non-operational.

* Request Updates to the School Directory

Coordinators should work with their CDS coordinator if updates to the List of Expected Schools require reporting school closures, school name changes, grade-span changes, or the establishment of a new school(s) not on the list. Instructions for updating school information are provided on the List of Expected Schools.

### Data Submission Method and Guidance

The following guidance is provided for CBEDS coordinators in submitting their CBEDS data.

* Method for Submitting Data

CBEDS data are submitted by LEA CBEDS coordinators through an online Web application called CBEDS-ORA. CBEDS-ORA contains data entry screens, reports, and data input and certification validations to assist LEAs with submitting complete and accurate data. CBEDS-ORA also provides LEAs with an option to import data files to bypass manual key entry. To import data into CBEDS-ORA, files must be formatted according to the File Import Specifications for CBEDS-ORA. The File Import Specifications are available under the *Advanced Features* menu in CBEDS-ORA, as well as from the CDE CBEDS web page at [https://www.cde.ca.gov/ds/dc/cb/index.asp](https://www.cde.ca.gov/ds/dc/cb/index.asp" \o "Visit CBEDS web page).

* Ensure Data are Complete

Coordinators should verify that a SIF has been completed for each school in the LEA, that data are reported for any year-round schools that are off track (i.e., not in session) on Information Day, and that a CDIF for the county or district office has been completed. If the district is participating in the District of Choice program, coordinators should verify that the DOCS has also been completed.

* Ensure Accuracy of Data

Coordinators should ensure that all forms are complete and accurate by reviewing the errors and warnings report as well as completed and summary reports available within CBEDS-ORA.

* Remember to Certify Data

Once all data entry and verification has been completed, submit your data to the CDE by selecting the *Certify* option from the main menu in CBEDS-ORA and completing the steps to submit your data. You should receive a certification receipt upon successful submission.

* Resubmit Data if Corrections are Needed

If an error is detected after data are submitted, log in to CBEDS-ORA, decertify your submission by attempting to edit the data, make appropriate modifications, and resubmit the data. All corrections must be submitted within the amendment window.

### Guidance for Backing Up Data

It is highly recommended that Coordinators back up their CBEDS data once their data submission is complete. CBEDS data may be backed up by either printing the completed forms from within CBEDS-ORA, or by exporting the data. Exporting allows users to obtain a tab-delimited text file that may be saved to a computer or disk.

## Glossary

### Classified Employee

Classified staff are employees of a school, district, or county office of education who are in a position not requiring certification. Classified staff include paraprofessionals, office/clerical staff, as well as other classified staff, such as custodians, bus drivers, and business managers. For more information and examples of classified staff, please see definitions for each of the classifications below.

#### Paraprofessionals

Staff members who provide instructional support, including those who: (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher. Common job titles include: teaching assistants, teacher aides, bilingual aides, pupil service aides, and library aides.

Please note that paraprofessionals working in positions supported by Title I are subject to additional requirements pursuant to the Elementary and Secondary Education Act (ESEA). For more information on these requirements, please refer to the CDE Promoting Equitable Access to Teachers – Paraprofessional web page at <https://www.cde.ca.gov/pd/ee/paraprofessionals.asp>.

#### Office/Clerical

Staff members who provide support to administration, business services, data processing, or support of teaching and administrative duties of the office of principal or department chairpersons. Common job titles include administrative assistants and secretaries.

#### Other Classified

Support staff not reported in instructional or student support and staff below the level of assistant, deputy, or associate superintendent. Common job titles include health services staff, plant and equipment maintenance staff, custodians, food service staff, managers, after school staff, bus drivers, security, and noon duty supervisors.

### District of Choice

A school district whose governing board elected to operate as a school district of choice and accept transfers from school districts of residence as described in *Education Code* (*EC)* Section 48301.

#### District of Residence

The school district that a student would be directed to attend if they were not participating in the district of choice program as described in *EC* Section 48301.

### Educational Calendar

#### Traditional Calendar

An educational calendar that is divided into nine months of instruction and three months of vacation during the summer.

#### Single-Track Year-Round Calendar

An educational calendar that has frequent and shorter vacation periods. The entire student body occupies the facility for on-track sessions and shares the same vacation schedules during off-track periods.

#### Multitrack Year-Round Calendar

An educational calendar divided into four to five tracks to increase the enrollment capacity of the facility. The four or five tracks rotate throughout the year depending on the year-round calendar being used. At any one time, one track is on vacation, while the others are in session.

### English Learner

A student in kindergarten through grade twelve for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

### Free or Reduced-Price Meal Eligibility

A student who meets one or more of the following eligibility criteria for receipt of Free or Reduced-Price Meals (FRPM) in the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP):

1. The student's household meets the U.S. Department of Agriculture's income eligibility criteria (at or below 185 percent of the applicable family household size and income levels in the federal income poverty guidelines), whether or not they have submitted a program application.
2. The student has applied and met the income eligibility criteria for FRPM in the NSLP or SBP.
3. The student is eligible by way of school-wide eligibility as outlined in Title 7, Code of Federal Regulations (7 CFR), Section 245.9, Provisions 2 and 3.
4. The student is directly certified based on his or her receipt of benefits in one or more of the following federal programs: (a) Food Stamp Program; (b) California Work Opportunity and Responsibility to Kids (CalWORKs) Program; (c) The Kinship Guardian Assistance Payment (Kin-GAP) Program; or (d) Food Distribution Program on Indian Reservations (FDPIR).
5. The student is directly certified by an appropriate district liaison to be one of the following: (a) eligible for the McKinney-Vento Homeless Assistance Program; (b) eligible for the Runaway and Homeless Youth Grant Program (42 U.S. Code 5701 et seq.); or (c) a migratory child as defined in Section 1309 of the Elementary and Secondary Education Act of 1965. This does not necessarily mean that the student is actually receiving meals.

### Foster Youth

Students who are currently identified by the California Department of Social Services (CDSS) Foster Youth Data Matching Process as being in foster care (Foster Placement or Foster Family Maintenance). Pursuant to recent revisions to EC Section 42238.01(b), the following children and youth are considered “foster youth” for purposes of the Local Control Funding Formula (LCFF):

* A child or youth who is the subject of a petition filed under Welfare and Institutions Code (WIC) Section 300 (meaning a court has taken jurisdiction over a child and declared the child to be a dependent of the court due to the presence or risk of abuse or neglect). This includes both children who are living at home while a dependent of the court as well as children who the court has ordered to be removed into the care, custody, and control of a social worker for placement outside the home.
* A child or youth who is the subject of a petition filed under WIC Section 602 (meaning a court has taken jurisdiction over a child and declared the child to be a ward of the court due to the child’s violation of certain criminal laws) and has been ordered by a court to be removed from home pursuant to WIC Section 727 and placed in foster care as defined by WIC Section 727.4(d).
* A youth between ages 18 and 21 who is enrolled in high school, is a non-minor dependent under the placement responsibility of child welfare, probation, or a tribal organization participating in an agreement pursuant to WIC Section 10553.1, and is participating in a transitional living case plan.
* A child who is the subject of a voluntary placement agreement (as defined in Subdivision (p) of Section 11400 of the Welfare and Institutions Code).

### Full Time

CBEDS coordinators shall refer to their county or district’s definition of full time when determining the full-time equivalent (FTE) of classified staff. If your county or district does not have a definition of full time, for CBEDS purposes, staff who work 30 hours or more per week shall be considered full time.

### H-1B Work Visa

Applies to employers seeking to hire nonimmigrant aliens as workers in specialty occupations or as fashion models of distinguished merit and ability. A specialty occupation is one that requires the application of a body of highly specialized knowledge and the attainment of at least a bachelor’s degree or its equivalent. The intent of the H-1B provisions is to help employers who cannot otherwise obtain needed business skills and abilities from the U.S. workforce by authorizing the temporary employment of qualified individuals who are not otherwise authorized to work in the U.S.

### Home-to-School Transportation

Home-to-school transportation includes all of the following:

(1) The transportation of pupils between their homes and the regular full-time day school they attend, as provided by a school district or county superintendent of schools.

(2) The payment of moneys by a school district or county superintendent of schools to parents or guardians of pupils made in lieu of providing for the transportation of pupils between their homes and the regular full-time day schools they attend.

(3) Providing board and lodging to pupils by a school district or county superintendent of schools made in lieu of providing for the transportation of pupils between their homes and the regular full-time day schools they attend.

(4) The transportation of pupils between the regular full-time day schools they would attend and the regular full-time occupational training classes they attend, as provided by a regional occupational center or program.

(5) The transportation of individuals with exceptional needs as specified in their individualized education programs, who do not receive special education transportation as defined in subdivision (d) of EC Section 41850.

(6) The payment of moneys by a school district or county superintendent of schools for the replacement or acquisition of school buses.

*Special Education Transportation*

As defined in subdivision (d) of EC Section 41850, special education transportation means either of the following:

(1) The transportation of severely disabled special day class pupils, and orthopedically impaired pupils who require a vehicle with a wheelchair lift, who received transportation in the prior fiscal year, as specified in their individualized education program.

(2) A vehicle that was used to transport special education pupils.

*Average Daily Ridership*

On average, the number of students that are provided daily home-to-school services; calculated daily like average daily attendance.

*Number of Annual Riders*

The number of students enrolled to receive home-to-school services annually; calculated annually like enrollment.

*Number of Days Transported*

The number of days home-to-school transportation services are provided in the fiscal/school year.

*Number of Miles Driven*

The number of miles traveled by local educational agency owned vehicles or contracted vehicles to provide home-to-school transportation services.

*Number of Home-to-School Routes*

The number of home-to-school routes the local educational agency provides or contracts to provide on a regular basis.

*Number of Seatbelt Equipped Buses*

The number of local educational agency owned or contracted school buses that have lap/shoulder restraint systems in all student seating positions (not including driver's seat).

### Homeless Child or Youth

The term "homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and includes children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C)); children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

### Information Day

Information Day is the first Wednesday in October. On this day, personnel in schools, districts, and county offices of education are requested to provide information regarding their schools.

### Kindergarten Program Types

#### Kindergarten Program

Kindergarten programs must be administered per *EC* sections48000, 46111, 46118, and 8973.

#### Transitional Kindergarten (TK) Program

The first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. TK programs must be administered per *EC* Section48000.

#### Full-Day

A full-day, or extended-day, kindergarten or TK program consists of a kindergarten school day that exceeds four hours, exclusive of recess, but does not exceed the length of the primary school day.

#### Part-Day

A part-day, or half-day, kindergarten or TK program consists of a kindergarten school day that offers up to four hours of instruction per day.

### Racial/Ethnic Designations

The following racial and ethnic designations and definitions are aligned with the federal standards for collecting and reporting race and ethnicity categories.

#### American Indian or Alaska Native, Not of Hispanic Origin

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 attachment.

#### Asian, Not of Hispanic Origin

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).

#### African American, Not of Hispanic Origin

A person having origins in any of the Black racial groups of Africa.

#### Filipino, Not of Hispanic Origin

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

#### Hispanic or Latino of any race

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

#### Pacific Islander, Not of Hispanic Origin

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands (excludes the Philippine Islands).

#### White, Not of Hispanic Origin

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (e.g., England, Portugal, Egypt, and Iran).

#### Two or More Races, Not of Hispanic Origin

This designation shall be used to report aggregate data for staff with more than one race, or for staff who did not report an ethnicity or racial designation. This designation shall **not** be used for local collection of racial/ethnic data from individuals.

### Socioeconomically Disadvantaged Students

Students who meet one of the following criteria:

1. Students where both parents have not received a high school diploma.
2. Students who are eligible for the FRPM Program or have a direct certification for FRPM.
3. Students who are migrant, homeless, or foster youth.

### Students with Disabilities

Students who receive special education services and have a valid disability code in the California Longitudinal Pupil Achievement Data System (CALPADS). A list of valid disability codes may be obtained from the CALPADS Code Sets – Disability Category, which is located on the CALPADS System Documentation web page at page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

## Instructions for Completing the County/District Information Form

### General Instructions

The CDIF shall be completed by county and district offices only. This includes SBCs and SBEs.

Independently Reporting Charter Schools are **not** to complete a CDIF.

Data reported on the CDIF shall be current as of Information Day, unless otherwise indicated.

**Note**: Single-school districts, including state board of education charters, are not to use the CDIF to report classified staff data. Classified staff data for single-school districts shall be reported on the SIF.

### Detailed Instructions by Section

#### Section A. Full-Time Equivalent of Classified Staff

Report the full-time equivalent (FTE) of paraprofessional, office/clerical, and other classified staff positions assigned to the district office or county office of education by gender, and racial/ethnic designation.

If a classified staff position is vacant and/or the regular staff member is on leave of absence on Information Day but will return on or prior to October 31, report the regular staff. If the regular classified staff will not return until after October 31, report the substitute instead.

When reporting classified staff, do **not** include:

* The sum of the classified staff reported on each school’s SIF.
* Adult education, ROC/P, or children’s center/preschool classified staff.
* Teachers, administrators, or pupil services certificated staff.
* Employees of your district who work at another district or county office. The district where the employees are physically working should report the staff even if your district is reimbursed for services.
* Volunteer aides

##### Reporting Full-Time Equivalent (FTE)

When reporting FTE, first determine the FTE for each classified staff employee. Employees who work full-time should be counted as 1.00 FTE, and employees who work less than full-time should be counted by the percentage of time they work (e.g., a half-time position is .50 FTE, a one-third position is .33 FTE, etc.).

##### Calculating FTE

Take the number of hours the employee works each day (e.g., 2.50) and divide it by the number of full-time hours (e.g., 6). The result is .41666. Since you are to report to two decimal places, the FTE would be .42.

Then total the FTEs for each type, gender, and racial/ethnic designation. For example, if your school has one full-time, female, American Indian paraprofessional (1.00 FTE) and one half-time, female, American Indian paraprofessional (.50 FTE), add the two FTEs together, and report the FTE for female, American Indian, paraprofessional as 1.50 FTE.

##### Reporting Staff Who Hold More than One Assignment

Classified staff who work in more than one position at the county or district office should report the FTE for each position. For example, if a full-time employee serves half-time as a paraprofessional and half-time as an office/clerical employee, report the position as .50 FTE paraprofessional and .50 FTE office/clerical.

##### Reporting Staff Who Serve at More than One Site

Classified staff who serve at the county/district office and at a school should report the FTE on both the CDIF and the SIF. Therefore, if a full-time employee works half-time at the district and half-time at a school, the employee’s FTE is reported as .50 FTE on the CDIF and .50 FTE on the SIF. Another example is if a half-time employee works .25 FTE as a teacher at a school in the district and .25 FTE as a business manager at the district office, report the position on the CDIF as the .25 FTE other classified staff. Since teachers are in certificated positions, which are not reported in CBEDS, the FTE in the teaching position should not be reported in CBEDS.

##### Reporting Racial Ethnic Designations

* Report an employee who chooses not to report a racial ethnic designation in the “Two or More Races, not Hispanic” column.
* Report an employee who designates one or more races, as well as Hispanic, in the “Hispanic or Latino of any race” column.

#### Section B. Estimated Number of Teacher Hires (2026–27)

Report the projected or estimated FTE of new or vacated positions the LEA plans to fill in the 2026–27 school year. A vacated position occurs if a teacher is expected to retire, resign, transfer, or begin a leave of absence.

Include information about classroom teaching and specialist positions, including those funded by local, state, or federal monies.

When reporting estimated teacher hires, do **not** include:

* Teachers expected to remain with the school in a new specialization.
* Administrative, guidance, media, library, health service, or noncertificated positions in “other specializations.”

Independently reporting charter schools are to report their estimated teacher hires on the SIF, so authorizing agencies should not include teacher hires from their independently reporting charter schools on the CDIF.

#### Section C. Work Visa Applications

Report the number of H-1B work visas applied for on behalf of potential LEA and school employees, and the number of those applications that were granted.

The reporting period for work visa applications is the day after the previous information day through the current information day.

Visa data for charter schools are to be reported on the charter school’s SIF. LEAs **are not** to include visa application data from their charter schools on the CDIF.

Districts with all charter schools, including SBEs and SBCs, **are not** to include visa data about their charter schools on the CDIF, as these data are to be reported on the charter school’s SIF. Visa data reported on the CDIF for these types of districts should only include visa data that pertains to potential personnel at the district office, if applicable.

#### Section D. Home-to-School Transportation

Report the number of students who received home-to-school transportation services by race/ethnicity. Report ridership information including the average daily riders and number of socioeconomically disadvantaged riders. Round up to the average daily riders to the nearest whole number.

Report general transportation information such as number of days transported, number of home-to-school miles driven, number of home-to-school routes, and number of lap/shoulder belt equipped buses.

Report all types of fuel sources from the following options: diesel, biodiesel, gasoline, propane, electric, hydrogen, methanol, and/or compressed natural gas.

## Instructions for Completing the School Information Form

### General Instructions

Complete one SIF for each school.

* Report data current as of Information Day, unless otherwise indicated.
* Only charter schools are to complete the Work Visa Applications section.
* Only independently reporting charter schools are to complete the Estimated Number of Teacher Hires section.
* Single-school districts should report all classified staff on the SIF only.

### Detailed Instructions by Section

#### Section A. Full-Time Equivalent of Classified Staff

Report the full-time equivalent (FTE) of paraprofessional, office/clerical, and other classified staff positions assigned to a specific school by gender, and racial/ethnic designation.

If a classified staff position is vacant and/or the regular staff member is on leave of absence on Information Day but will return on or prior to October 31, report the regular staff. If the regular classified staff will not return until after October 31, report the substitute instead.

When reporting classified staff, do **not** include:

* Adult education, ROC/P, or children’s center/preschool classified staff.
* Teachers, administrators, or pupil services certificated staff.
* Employees of your district who work at another district or county office. The district where the employees are physically working should report the staff even if your district is reimbursed for services.
* Volunteer aides

##### Reporting Full-time Equivalent (FTE)

When reporting FTE, first determine the FTE for each classified staff employee. Employees who work full-time should be counted as 1.00 FTE, and employees who work less than full-time should be counted by the percentage of time they work (e.g., a half-time position is .50 FTE, a three-fifths position is .60 FTE, etc.).

##### Calculating FTE

Take the number of hours the employee works each day (e.g., 5.75) and divide it by the number of full-time hours (e.g., 8). The result is .71875. Since you are to report to two decimal places, the FTE would be .72.

Then total the FTEs for each type, gender, and racial/ethnic designation. For example, if your school has one full-time, female, American Indian paraprofessional (1.0 FTE) and one half-time, female, American Indian paraprofessional (.50 FTE), add the two FTEs together, and report the FTE for female, American Indian, paraprofessional as 1.50 FTE.

##### Reporting Staff Who Hold More than One Assignment

Classified staff who work in more than one position at the school should report the FTE for each position. For example, if a full-time employee serves half-time as a paraprofessional and half-time as an office/clerical, report the position as .50 FTE paraprofessional and .50 FTE office/clerical. Another example is if a full-time employee works .30 FTE as a secretary, .25 FTE as a bus driver, and .45 FTE as a teacher, report the position as .30 office/clerical employee, and .25 other classified staff. Since teachers are in certificated positions, which are not reported on CBEDS, the FTE in the teaching position should not be reported in CBEDS.

##### Reporting Staff Who Serve at More than One Site

Classified staff who serve at the county/district office and at a school, or at more than one school, should report the FTE at all sites they work. For example, if a full-time employee works half-time at the district and half-time at a school site, the employee’s FTE is reported as .50 FTE on the CDIF, and .50 FTE on the SIF. Another example is if a half-time employee splits his/her time between two schools, the employee’s FTE is reported as .25 FTE at each school.

##### Reporting Racial Ethnic Designations

* Report an employee who chooses not to report a racial ethnic designation in the “Two or More Races, not Hispanic” column.
* Report an employee who designates one or more races, as well as Hispanic, in the “Hispanic or Latino of any race” column.

#### Section B. Kindergarten Program Type

Report the type of kindergarten and transitional kindergarten (TK) programs that the school offers.

* High schools, middle schools, or other schools in a district with no kindergarten or TK programs should report “None.”
* If you have kindergarten or TK students enrolled in your school but the students are sent to another school for kindergarten or TK services, report “None.” The school that provides the services should report the programs.
* When reporting the program length of independent study or homeschool programs, consider the instructional minutes that are equivalent to a classroom-based course.
* A kindergarten or TK school day with four hours or less is considered part-day, and more than four hours is considered full-day.

By statute, the maximum school day in kindergarten is four hours (*EC* Section 46111); however, schools that have adopted an early primary program (extended-day kindergarten) are allowed to exceed four hours (*EC* Section 8973). Pursuant to EC 37202(b), TK programs operated by a district may be of unequal lengths to any kindergarten programs operated by the same school site and/or district if an early primary program has been implemented. If an early primary program (EC sections 8970-8974) has not been implemented, an approved State Board of Education (SBE) waiver must be on file.

Additional information on requesting a waiver from the SBE may be obtained from the following CDE web pages.

* Waivers web page: <https://www.cde.ca.gov/re/lr/wr/index.asp>
* Submit a Waiver Request web page: <https://www.cde.ca.gov/re/lr/wr/submit.asp>

Additional information on kindergarten and TK programs may be obtained from the following CDE Frequently Asked Questions (FAQs) web pages.

* Kindergarten FAQs web page: <https://www.cde.ca.gov/ci/gs/em/kindergartenfaq.asp>
* Transitional Kindergarten FAQs web page: <https://www.cde.ca.gov/fg/it/tkfiscalfaq.asp>

#### Section C. Work Visa Applications

**This section shall only be completed by charter schools.**

Report the number of H-1B work visas applied for on behalf of potential charter school employees and the number of those visa applications that were granted.

The reporting period for work visa applications is the day after the previous information day through the current information day.

#### Section D. Educational Calendar

##### Calendar Type

Report the type of calendar on which your school operates. If your school does not operate on a year-round calendar, only select “traditional” in this section. If the school operates both traditional and year-round calendars, select more than one type of calendar: Traditional and single-track, or traditional and multitrack.

##### Year-Round Calendar Type

Do not report both single-track and multitrack for a single school site.

##### School Start and End Dates

Report the schools start date (first day of school) and the end date (last day of school).

Schools with a multitrack calendar should report the first day of school for the earliest track, and the last day of school for the latest track.

#### Section E. Estimated Number of Teacher Hires (2026–27)

**This section is only to be completed by independently reporting charter schools.**

Report the projected or estimated FTE of new or vacated positions the charter school plans to fill in the 2026–27 school year. A vacated position occurs if a teacher is expected to retire, resign, transfer, or begin a leave of absence.

Include information about classroom teaching positions and specialist positions, including those funded by local, state, or federal monies.

When reporting estimated teacher hires, do **not** include:

* Teachers expected to remain with the school in a new specialization.
* Administrative, guidance, media, library, health service, or noncertificated positions in “other specializations.”

## Instructions for Completing the District of Choice Supplemental

### General Instructions

Section A of the District of Choice Supplemental (DOCS) must be completed by all districts participating in the District of Choice Program.

Sections B and C of the DOCS only need to be completed if the district participating in the District of Choice Program provides transportation services to District of Choice transfer students. If this is the case, the district participating in the District of Choice Program will need to complete Sections B and C of the DOCS for each district of residence for which the district receives District of Choice transfer students.

### Detailed Instructions by Section

#### Section A. Transfer Requests

Provide information on the District of Choice transfer requests that your district received and processed for the current school year. Do not include information for other types of transfers, such as school choice or open enrollment.

Report the number of transfer requests that were granted, withdrawn, or denied. If any transfer requests were denied, the reason(s) for the denial must also be reported by specifying all of the reasons for denial that apply.

#### Section B. Transferred Students Receiving Transportation Services by Race/Ethnicity and Gender

Report the number of District of Choice transfer students who received transportation services by race/ethnicity and gender for each district of residence.

##### Reporting Racial Ethnic Designations

* Report students who choose not to report a racial ethnic designation in the “Two or More Races, Not Hispanic” column.
* Report students who designate one or more races, as well as Hispanic, in the “Hispanic or Latino of Any Race” column.

Section C. Transferred Students Receiving Transportation Services by Program Participation

For students participating in each of the programs specified in this section, report the number of District of Choice transfer students who received transportation services.

Students are to be reported in each program they participate in. Counts may be duplicated across programs.