

2020–21 CRDC LEA Form

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SSPR: Students, Schools, & Programs

Module Instructions

DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Children with disabilities (IDEA) or IDEA children refers to children with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan.

Non-IDEA children include children without disabilities and children with disabilities who are not served under the Individuals with Disabilities Education Act.

Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

Preschool refers to preschool programs and services for children ages 3 through 5.

Ungraded (UG) refers to a class that is not organized on the basis of age or grade grouping and has no standard grade designation.

SSPR-1. Count of Students*

All LEAs, preschool-grade 12, UG

- Overall student enrollment (LEA) refers to the unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific LEA or students whose membership is reported by another LEA.

Instructions

- Enter the overall student enrollment count for the LEA.
- Include students who are the responsibility of the LEA, who are served in LEA facilities and non-LEA facilities.
- Include students in private schools if (and only if) they were placed there by the LEA for the purpose of providing free appropriate public education (FAPE).
- Non-LEA facilities may be public or private.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether an LEA is presented with subsequent items.*

For the **Fall 2020 snapshot date**, enter the number of students in **preschool** and grades K-12 (or the **ungraded** equivalent) who were enrolled in the LEA, and who were being served in LEA facilities, **non-LEA facilities**, or both.

	Number
Overall student enrollment for the LEA	

SSPR-2. Count of Students Served in Non-LEA Facilities*

All LEAs, preschool-grade 12, UG

Instructions

- Non-LEA facilities may be public or private.

For the **Fall 2020 snapshot date**, enter the number of students in **preschool** and grades K-12 (or the **ungraded** equivalent) who were enrolled in the LEA, and who were being served in **non-LEA facilities**.

	Number
Students served in Non-LEA facilities	

SSPR-3. Count of Schools*

All LEAs

- **School** is an organization authorized by public authority and financed primarily through public funds to provide public education to students. Under this definition, a school: (1) is operated by a public school district, independent charter district or state agency on behalf of the state (or federal government in the case of Bureau of Indian Education and Department of Defense schools); (2) provides instruction for students; (3) has, will have or had one or more students; (4) has, will have or had one or more teachers; (5) has an assigned administrator(s) (principal) responsible to public authority; and (6) receives public funds as its primary support. For purposes of this definition, “public funds” includes federal, state, and local public funds. Schools include public schools that provide half day (50%) or more educational services. Schools may include: alternative; career and technical education; charter; magnet; regular; and/or special education schools.
- **Alternative school** is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program, and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems. Alternative education schools may be sited in locations other than a traditional school building such as hospitals, mental health centers, jails, or juvenile detention centers.
- **Career and technical education school** is a public elementary or secondary school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for technical or professional occupations.
- **Charter school** is a public school that provides free public elementary and/or secondary education to eligible students under a specific charter executed, pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be a public charter school.
- **Magnet school** is a public school that operates a magnet program for all students or some students within the school. A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether an LEA is presented with subsequent items.

- Regular school is a public elementary or secondary school that does not focus primarily on career and technical, special, or alternative education, although it may provide these programs in addition to a regular curriculum.
- Special education school is a public elementary or secondary school that focuses primarily on serving the educational needs of students with disabilities under IDEA or section 504 of the Rehabilitation Act.

Instructions

- Include all facilities where students attend.

For the **Fall 2020 snapshot date**, enter the number of public schools that were under the governance of the LEA.

	Number
Public schools in the LEA	

SSPR-4. Preschool Program Provided by the LEA Indicator*

All LEAs

Instructions

- Indicate whether the LEA provided one or more preschool services or programs that served children ages 3 through 5. The LEA may provide preschool programs or services in LEA facilities, non-LEA facilities, or both.
- The LEA may provide the preschool programs or services by contracting with another entity to provide them to children. Preschool programs or services that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.
- Include preschool programs and services for [IDEA](#) or [non-IDEA](#) children ages 3 through 5.

For the **Fall 2020 snapshot date**, was the LEA providing one or more **preschool** services or programs, in either LEA or **non-LEA facilities**, that served children ages 3 through 5?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SSPR-5. Preschool Children Served

Only for LEAs that provide preschool

Instructions

- Include children who are the responsibility of the LEA, who are served in preschool in LEA facilities and non-LEA facilities. The LEA may provide preschool programs or services in LEA facilities, non-LEA facilities, or both.
- Children must be the specified age as of the snapshot date (i.e., as of October 1 or the closest school day to October 1).
- For the children age 2 years served category, include only children who are 2 years of age who are allowed to be served in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.
- Include [IDEA](#) and [non-IDEA](#) children.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA is presented with subsequent items.

- The LEA may provide preschool programs or services by contracting with another entity to provide them to children. Preschool programs or services that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided services.

For the [Fall 2020 snapshot date](#), enter the number of 2, 3, 4 and 5-year old students who were being served in the LEA's [preschool](#) service(s) or program(s), either in LEA or [non-LEA facilities](#).

	Number
Children age 2 years served	
Children age 3 years served	
Children age 4 years served	
Children age 5 years served	

CRCO: Civil Rights Coordinator/Desegregation Plan

Module Instructions

DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1), unless otherwise noted. LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, then other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

A civil rights coordinator is an individual who is appointed by the LEA, to coordinate compliance with civil rights laws, including investigations of complaints alleging discrimination on a particular basis.

CRCO-1. Civil Rights Coordinators Indicator*

All LEAs and justice facilities

- Civil rights laws that prohibit discrimination include:
 - Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex).
 - Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the bases of race, color, or national origin).
 - Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability).
 - Title II of the Americans with Disabilities Act of 1990 (prohibits discrimination on the basis of disability by public entities (including public schools), whether or not they receive Federal financial assistance).

Instructions

- Indicate whether the LEA had appointed one or more responsible employees to coordinate efforts to comply with and carry out its responsibilities under federal law prohibiting discrimination against students and others on the basis of sex, race/color/nation origin, and/or disability.
- Civil rights coordinators may be part-time or full-time.

For the **Fall 2020 snapshot date**, indicate whether the LEA had one or more responsible employees (either part-time or full-time) acting as civil rights coordinator(s). Please select "yes" or "no" for each option.

	Permitted Values: Yes or No
Sex (Title IX)	
Race, color, or national origin (Title VI)	
Disability (Section 504 and/or Title II)	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA is presented with subsequent items.

CRCO-2. Civil Right Coordinators Contact Information

Only for LEAs and justice facilities reporting having civil rights coordinators

Enter the contact information (name, email address, and phone number) for the **civil rights coordinator(s)** that were identified in CRCO-1. If the LEA has more than one coordinator for a specific civil rights law, then provide the contact information for the lead coordinator.

	First Name	Last Name	Phone	Email
Sex (Title IX)			(xxx) xxx-xxxx	_____@____.____
Race, color, or national origin (Title VI)			(xxx) xxx-xxxx	_____@____.____
Disability (Section 504 and/or Title II)			(xxx) xxx-xxxx	_____@____.____

CRCO-3. Desegregation Order or Plan

All LEAs

- A **desegregation order or plan** is an order or plan: (1) that has been ordered by, submitted to, or entered into with a federal or state court; the Office for Civil Rights (OCR), U.S. Department of Education, its predecessor the Department of Health, Education, and Welfare, or another federal agency; or a state agency or official, and (2) that remedies or addresses a school district’s actual or alleged segregation of students or staff on the basis of race or national origin that was found or alleged to be in violation of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and/or state constitution or other state law. A school district remains subject to such a desegregation order or plan until the court, agency, or other competent official finds that the district has satisfied its obligations and has been released from the order or plan.

For the **Fall 2020 snapshot date**, was the LEA covered by a desegregation order or plan?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether an LEA is presented with subsequent items.

HIBD: Harassment or Bullying

Module Instructions

DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1), unless otherwise noted. LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, then other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Harassment or bullying on the basis of sex includes sexual harassment and harassment or bullying based on sex stereotyping. Sexual harassment is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassment or bullying based on sex stereotyping includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, but not involving conduct of a sexual nature. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.

Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.

Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

HIBD-1. Harassment or Bullying Policy Indicator*

All LEAs and justice facilities

Instructions

- Written policy (or policies) must be for ALL basis categories.

For the Fall 2020 snapshot date, did the LEA have a written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability?

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether an LEA is presented with subsequent items.*

	Permitted Values: Yes or No
Please select "Yes" or "No."	

HIBD-2. Harassment or Bullying Policy Web Link

Only for LEAs and justice facilities reporting having harassment or bullying policy

If the LEA had a web link to its written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of [sex](#), [race/color/national origin](#), and [disability](#), then enter the [web link](#).

Web Link	http://_____.

DSED: Distance Education

Module Instructions

DATES

Report a cumulative count based on the entire 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a “0” for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, then other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

KEY DEFINITIONS

Distance education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students.

English learner students (EL)[†]: In coordination with the state’s definition based on section 8101(20) of ESEA, as amended by ESSA, the term ‘English learner,’ when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (who is i, ii, or iii)
 - (i) who was not born in the United States or whose native languages are languages other than English;
 - (ii) (who is I and II)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the challenging state academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied D-i, D- ii, or D-iii.

[†] English learner students were previously referred to as limited English proficient students, and include the same subgroup of students.

DSED-1. Distance Education Enrollment Indicator*

LEAs and justice facilities, grades K-12, UG

Instructions

- The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

Did the LEA have any students in grades K-12 (or the [ungraded](#) equivalent) who were enrolled in any [distance education courses](#) during the 2020–21 school year?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

DSED-2. Distance Education Enrollment

Only for LEAs and justice facilities (grades K-12, UG) reporting student enrollment in distance education

Instructions

- The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

Enter the number of students in grades K-12 (or the [ungraded](#) equivalent) who were enrolled in at least one [distance education course](#) during the 2020–21 school year.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who were enrolled in a distance education course:										
Females who were enrolled in a distance education course:										
Total number of students who were enrolled in a distance education course:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA is presented with subsequent items.

HSEE: High School Equivalency Exam

Module Instructions
<p>DATES Report a cumulative count based on the entire 2020–21 regular school year, not including intersession or summer.</p> <p>WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES) Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a “0” for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.</p> <p>NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, then other tables that ask for counts of females who are EL will be automatically filled with a zero.</p> <p>SPECIAL INSTRUCTIONS The LEA may provide high school equivalency exam preparation programs by contracting with another entity to provide them to students. High school equivalency exam preparation programs that are provided by a non-LEA facility that has been contracted by the LEA are considered LEA-provided programs. Do not include students who participated in high school equivalency exam preparation programs that were not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided programs.</p> <p>KEY DEFINITIONS <u>High school equivalency exam preparation programs</u> are programs (e.g., courses) designed to prepare students to be successful on state-authorized high school equivalency exams. High school equivalency exams are used to certify the high school-level academic achievement of individuals who have not received a secondary school diploma or its recognized equivalent. Upon review of exam results, an education or government agency may award a high school equivalency credential. High school equivalency exams may include (but are not limited to) the following: the General Educational Development (GED) Test, the High School Equivalency Test (HiSet) and the Test Assessing Secondary Completion (TASC).</p>

HSEE-1. High School Equivalency Exam Preparation Program Provided by the LEA Indicator* Only for LEAs and justice facilities with students ages 16 through 19

Instructions

- Indicate whether the LEA provided one or more high school equivalency exam preparation programs that served students ages 16 through 19. The LEA may provide high school equivalency exam preparation programs in LEA facilities, non-LEA facilities, or both.

Did the LEA provide a [high school equivalency exam preparation program](#), either in LEA or [non-LEA facilities](#), that served students ages 16 through 19 during the 2020–21 school year?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether an LEA is presented with subsequent items.

HSEE-2. High School Equivalency Exam Preparation Program Student Participation

Only for LEAs and justice facilities that provide a high school equivalency exam preparation program

Instructions

- Enter the number of students ages 16 through 19 who participated in one or more high school equivalency exam preparation programs provided by the LEA. Include students who participated in one or more programs, regardless of whether they took the programs’ high school equivalency exams.
- The LEA may provide high school equivalency exam preparation programs in LEA facilities, non-LEA facilities, or both.
- Do NOT include students who participated in a high school equivalency exam preparation program that was not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided program.

Enter the number of students ages 16 through 19 who participated in at least one LEA-operated high school equivalency exam preparation program during the 2020–21 school year.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who participated in a high school equivalency exam preparation program:										
Females who participated in a high school equivalency exam preparation program:										
Total number of students participated in a high school equivalency exam preparation program:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether an LEA is presented with subsequent items.