

# Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity



EXECUTIVE OFFICE OF THE PRESIDENT  
OFFICE OF MANAGEMENT AND BUDGET  
WASHINGTON D.C. 20503

## ***Federal Register Notice***

**October 30, 1997**

## **OFFICE OF MANAGEMENT AND BUDGET**

### **Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity**

**AGENCY:** Executive Office of the President, Office of Management and Budget (OMB), Office of Information and Regulatory Affairs

**ACTION:** Notice of decision.

**SUMMARY:** By this Notice, OMB is announcing its decision concerning the revision of Statistical Policy Directive No. 15, Race and Ethnic Standards for Federal Statistics and Administrative Reporting. OMB is accepting the recommendations of the Interagency Committee for the Review of the Racial and Ethnic Standards with the following two modifications: (1) the Asian or Pacific Islander category will be separated into two categories -- "Asian" and "Native Hawaiian or Other Pacific Islander," and (2) the term "Hispanic" will be changed to "Hispanic or Latino."

The revised standards will have five minimum categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. There will be two categories for data on ethnicity: "Hispanic or Latino" and "Not Hispanic or Latino."

The Supplementary Information in this Notice provides background information on the standards (Section A); a summary of the comprehensive review process that began in July 1993 (Section B); a brief synopsis of the public comments OMB received on the recommendations for changes to the standards in response to the July 9, 1997, *Federal Register* Notice (Section C); OMB's decisions on the specific recommendations of the Interagency Committee (Section D); and information on the work that is underway on tabulation issues associated with the reporting of multiple race responses (Section E).

The revised standards for the classification of Federal data on race and ethnicity are presented at the end of this notice; they replace and supersede Statistical Policy Directive No. 15.

**EFFECTIVE DATE:** The new standards will be used by the Bureau of the Census in the 2000 decennial census. Other Federal programs should adopt the standards as soon as possible, but not later than January 1, 2003, for use in household surveys, administrative forms and records, and other data collections. In addition, OMB has approved the use of the new standards by the Bureau of the Census in the "Dress Rehearsal" for Census 2000 scheduled to be conducted in March 1998.

**ADDRESSES:** Please send correspondence about OMB's decision to: Katherine K. Wallman, Chief Statistician, Office of Information and Regulatory Affairs, Office of Management and Budget, Room 10201 New Executive Office Building, 725 17th Street, N.W., Washington, D.C. 20503; fax: (202) 395-7245.

**ELECTRONIC AVAILABILITY AND ADDRESSES:** This *Federal Register* Notice and the related OMB Notices of June 9, 1994, August 28, 1995, and July 9, 1997, are available electronically from the OMB Homepage on the World Wide Web: <</OMB/fedreg/>>.

*Federal Register* Notices are also available electronically from the U.S. Government Printing Office web site: <<[http://www.access.gpo.gov/su\\_docs/aces/aces140.html](http://www.access.gpo.gov/su_docs/aces/aces140.html)>>. Questions about accessing the *Federal Register* online via **GPO Access** may be directed to telephone (202) 512-1530 or toll free at (888) 293-6498; to fax (202) 512-1262; or to E-mail <<[gpoaccess@gpo.gov](mailto:gpoaccess@gpo.gov)>>.

This Notice is available in paper copy from the OMB Publications Office, 725 17th Street, NW, NEOB, Room 2200, Washington, D.C. 20503; telephone (202) 395-7332; fax (202) 395-6137.

**FOR FURTHER INFORMATION CONTACT:** Suzann Evinger, Statistical Policy Office, Office of Information and Regulatory Affairs, Office of Management and Budget, NEOB, Room 10201, 725 17th Street, N.W., Washington, D.C. 20503; telephone: (202) 395-3093; fax (202) 395-7245.

## **SUPPLEMENTARY INFORMATION:**

### **A. Background**

For more than 20 years, the current standards in OMB's Statistical Policy Directive No. 15 have provided a common language to promote uniformity and comparability for data on race and ethnicity for the population groups specified in the Directive. They were developed in cooperation with Federal agencies to provide consistent data on race and ethnicity throughout the Federal Government. Development of the data standards stemmed in large measure from new responsibilities to enforce civil rights laws. Data were needed to monitor equal access in housing, education, employment, and other areas, for populations that historically had experienced discrimination and differential treatment

because of their race or ethnicity. The standards are used not only in the decennial census (which provides the data for the "denominator" for many measures), but also in household surveys, on administrative forms (e.g., school registration and mortgage lending applications), and in medical and other research. The categories represent a social-political construct designed for collecting data on the race and ethnicity of broad population groups in this country, and are not anthropologically or scientifically based.

## **B. Comprehensive Review Process**

Particularly since the 1990 census, the standards have come under increasing criticism from those who believe that the minimum categories set forth in Directive No. 15 do not reflect the increasing diversity of our Nation's population that has resulted primarily from growth in immigration and in interracial marriages. In response to the criticisms, OMB announced in July 1993 that it would undertake a comprehensive review of the current categories for data on race and ethnicity.

This review has been conducted over the last four years in collaboration with the Interagency Committee for the Review of the Racial and Ethnic Standards, which OMB established in March 1994 to facilitate the participation of Federal agencies in the review. The members of the Interagency Committee, from more than 30 agencies, represent the many and diverse Federal needs for data on race and ethnicity, including statutory requirements for such data. The Interagency Committee developed the following principles to govern the review process:

1. The racial and ethnic categories set forth in the standards should not be interpreted as being primarily biological or genetic in reference. Race and ethnicity may be thought of in terms of social and cultural characteristics as well as ancestry.
2. Respect for individual dignity should guide the processes and methods for collecting data on race and ethnicity; ideally, respondent self-identification should be facilitated to the greatest extent possible, recognizing that in some data collection systems observer identification is more practical.
3. To the extent practicable, the concepts and terminology should reflect clear and generally understood definitions that can achieve broad public acceptance. To assure they are reliable, meaningful, and understood by respondents and observers, the racial and ethnic categories set forth in the standard should be developed using appropriate scientific methodologies, including the social sciences.
4. The racial and ethnic categories should be comprehensive in coverage and produce compatible, nonduplicative, exchangeable data across Federal agencies.

5. Foremost consideration should be given to data aggregations by race and ethnicity that are useful for statistical analysis and program administration and assessment, bearing in mind that the standards are not intended to be used to establish eligibility for participation in any federal program.
6. The standards should be developed to meet, at a minimum, Federal legislative and programmatic requirements. Consideration should also be given to needs at the State and local government levels, including American Indian tribal and Alaska Native village governments, as well as to general societal needs for these data.
7. The categories should set forth a minimum standard; additional categories should be permitted provided they can be aggregated to the standard categories. The number of standard categories should be kept to a manageable size, determined by statistical concerns and data needs.
8. A revised set of categories should be operationally feasible in terms of burden placed upon respondents; public and private costs to implement the revisions should be a factor in the decision.
9. Any changes in the categories should be based on sound methodological research and should include evaluations of the impact of any changes not only on the usefulness of the resulting data but also on the comparability of any new categories with the existing ones.
10. Any revision to the categories should provide for a crosswalk at the time of adoption between the old and the new categories so that historical data series can be statistically adjusted and comparisons can be made.
11. Because of the many and varied needs and strong interdependence of Federal agencies for racial and ethnic data, any changes to the existing categories should be the product of an interagency collaborative effort.
12. Time will be allowed to phase in any new categories. Agencies will not be required to update historical records.
13. The new directive should be applicable throughout the U.S. Federal statistical system. The standard or standards must be usable for the decennial census, current surveys, and administrative records, including those using observer identification.

The principal objective of the review has been to enhance the accuracy of the demographic information collected by the Federal Government. The starting point for the review was the minimum set of categories for data on race and ethnicity that have provided information for more than 20 years for a variety of purposes, and the recognition of the importance of being able to maintain this historical continuity. The review process has had two major elements: (1) public comment on the present standards, which helped to identify concerns and provided numerous suggestions for changing the



standards; and (2) research and testing related to assessing the possible effects of suggested changes on the quality and usefulness of the resulting data.

Public input, the first element of the review process, was sought through a variety of means: (1) During 1993, Congressman Thomas C. Sawyer, then Chairman of the House Subcommittee on Census, Statistics, and Postal Personnel, held four hearings that included 27 witnesses, focusing particularly on the use of the categories in the 2000 census. (2) At the request of OMB, the National Academy of Sciences' Committee on National Statistics (CNSTAT) conducted a workshop in February 1994 to articulate issues surrounding a review of the categories. The workshop included representatives of Federal agencies, academia, social science research institutions, interest groups, private industry, and a local school district. (A summary of the workshop, **Spotlight on Heterogeneity: The Federal Standards for Racial and Ethnic Classification**, is available from CNSTAT, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.) (3) On June 9, 1994, OMB published a *Federal Register* (59 FR 29831-29835) Notice that contained background information on the development of the current standards and requested public comment on: the adequacy of current racial and ethnic categories; the principles that should govern any proposed revisions to the standards; and specific suggestions for change that had been offered by individuals and interested groups over a period of several years. In response, OMB received nearly 800 letters. As part of this comment period and to bring the review closer to the public, OMB also heard testimony from 94 witnesses at hearings held during July 1994 in Boston, Denver, San Francisco, and Honolulu. (4) In an August 28, 1995, *Federal Register* (60 FR 44674-44693) Notice, OMB provided an interim report on the review process, including a summary of the comments on the June 1994 *Federal Register* Notice, and offered a final opportunity for comment on the research to be conducted during 1996. (5) OMB staff have also discussed the review process with various interested groups and have made presentations at numerous meetings.

The second element of the review process involved research and testing of various proposed changes. The categories in OMB's Directive No. 15 are used not only to produce data on the demographic characteristics of the population, but also to monitor civil rights enforcement and program implementation. Research was undertaken to provide an objective assessment of the data quality issues associated with various approaches to collecting data on race and ethnicity. To that end, the Interagency Committee's Research Working Group, co-chaired by the Bureau of the Census and the Bureau of Labor Statistics, reviewed the various criticisms and suggestions for changing the current categories, and developed a research agenda for some of the more significant issues that had been identified. These issues included how to collect data on persons who identify themselves as "multiracial"; whether to combine race and Hispanic origin in one question or have separate questions on race and Hispanic origin; whether to combine the concepts of race, ethnicity, and ancestry; whether to change the terminology used for particular categories; and whether to add new categories to the current minimum set.

Because the mode of data collection can have an effect on how a person responds, the research agenda proposed studies both in surveys using in-person or telephone interviews and in self-administered questionnaires, such as the decennial census, which are filled out by the respondent and mailed back. Cognitive interviews were conducted with various groups to provide guidance on the wording of the questions and the instructions for the tests and studies.

The research agenda included several major national tests, the results of which are discussed throughout the Interagency Committee's **Report to the Office of Management and Budget on the Review of Statistical Policy Directive No. 15**: (1) In May 1995, the Bureau of Labor Statistics (BLS) sponsored a Supplement on Race and Ethnicity to the Current Population Survey (CPS). The findings were made available in a 1996 report, **Testing Methods of Collecting Racial and Ethnic Information: Results of the Current Population Survey Supplement on Race and Ethnicity**, available from BLS, 2 Massachusetts Avenue, N.E., Room 4915, Postal Square Building, Washington, D.C. 20212, or by calling 202-606-7375. The results were also summarized in an October 26, 1995, news release, which is available electronically at <<<http://stats.bls.gov/news.release/ethnic.toc.htm>>>. (2) The Bureau of the Census, as part of its research for the 2000 census, tested alternative approaches to collecting data on race and ethnicity in the March 1996 National Content Survey (NCS). The Census Bureau published the results in a December 1996 report, **Findings on Questions on Race and Hispanic Origin Tested in the 1996 National Content Survey**; highlights of the report are available at <<<http://www.census.gov/population/www/socdemo/96natcontentsurvey.html>>>. (3) In June 1996, the Census Bureau conducted the Race and Ethnic Targeted Test (RAETT), which was designed to permit assessments of the effects of possible changes on smaller populations not reliably measured in national samples, including American Indians, Alaska Natives, detailed Asian and Pacific Islander groups (such as Chinese and Hawaiians), and detailed Hispanic groups (such as Puerto Ricans and Cubans). The Census Bureau released the results in a May 1997 report, **Results of the 1996 Race and Ethnic Targeted Test**; highlights of the report are available at <<<http://www.census.gov/population/www/documentation/twps0018.html>>>. Single copies (paper) of the NCS and RAETT reports may be obtained from the Population Division, U.S. Bureau of the Census, Washington, D.C. 20233; telephone 301-457-2402.

In addition to these three major tests, the National Center for Education Statistics (NCES) and the Office for Civil Rights in the Department of Education jointly conducted a survey of 1,000 public schools to determine how schools collect data on the race and ethnicity of their students and how the administrative records containing these data are maintained to meet statutory requirements for reporting aggregate information to the Federal Government. NCES published the results in a March 1996 report, **Racial and Ethnic Classifications Used by Public Schools** (NCES 96-092). The report is available electronically at <<<http://nces.ed.gov/pubs/96092.html>>>. Single paper copies may be obtained from NCES, 555 New Jersey, NW, Washington, D.C. 20208-5574, or by calling 202-219-1442.

The research agenda also included studies conducted by the National Center for Health Statistics, the Office of the Assistant Secretary for Health, and the Centers for Disease Control and Prevention to evaluate the procedures used and the quality of the information on race and ethnicity in administrative records such as that reported on birth certificates and recorded on death certificates.

On July 9, 1997, OMB published a *Federal Register* Notice (62 FR 36874 - 36946) containing the Interagency Committee's **Report to the Office of Management and Budget on the Review of Statistical Policy Directive No. 15**. The Notice made available for comment the Interagency Committee's recommendations for how OMB should revise Directive No. 15. The report consists of six chapters. Chapter 1 provides a brief history of Directive No. 15, a summary of the issues considered by the Interagency Committee, a review of the research activities, and a discussion of the criteria used in conducting the evaluation. Chapter 2 discusses a number of general concerns that need to be addressed when considering any changes to the current standards. Chapters 3 through 5 report the results of the research as they bear on the more significant suggestions OMB received for changes to Directive No. 15. Chapter 6 gives the Interagency's Committee's recommendations concerning the various suggested changes based on a review of public comments and testimony and the research results.

### **C. Summary of Comments Received on the Interagency Committee's Recommendations**

In response to the July 9, 1997, *Federal Register* Notice, OMB received approximately 300 letters (many of them hand written) on a variety of issues, plus approximately 7000 individually signed and mailed, preprinted postcards on the issue of classifying data on Native Hawaiians, and about 500 individually signed form letters from members of the Hapa Issues Forum in support of adopting the recommendation for multiple race reporting. Some of the 300 letters focused on a single recommendation of particular interest to the writer, while other letters addressed a number of the recommendations. The preponderance of the comments were from individuals. Each comment was considered in preparing OMB's decision.

#### **1. Comments on Recommendations Concerning Reporting More Than One Race**

The Interagency Committee recommended that, when self-identification is used, respondents who wish to identify their mixed racial heritage should be able to mark or select more than one of the racial categories originally specified in Directive No. 15, but that there should not be a "multiracial" category. This recommendation to report multiple races was favorably received by most of those commenting on it, including associations and organizations such as the American Medical Association, the National Education Association, the National Council of La Raza, and the National Committee on Vital and Health Statistics, as well as all Federal agencies that responded. Comments from some organizations, such as the NAACP Legal Defense and Educational Fund, the Lawyers' Committee for Civil Rights Under Law, and the Equal Employment Advisory Council, were receptive to the recommendation on

multiple race responses, but expressed reservations pending development of tabulation methods to ensure the utility of these data. The recommendation was also supported by many of the advocacy groups that had earlier supported a "multiracial" (box) category, such as the Association of MultiEthnic Americans and its affiliates nationwide. Several individuals wrote in support of "multiple race" reporting, basing their comments on a September 1997 article, "What Race Am I?" in **Mademoiselle** magazine, which urged its readers "to express an opinion on whether or not a 'Multiracial' category should be included in all federal record keeping, including the 2000 census." A few comments specifically favoring multiple race responses suggested that respondents should also be asked to indicate their primary racial affiliation in order to facilitate the tabulation of responses. A handful of comments on multiple race reporting suggested that individuals with both Hispanic and non-Hispanic heritages be permitted to mark or select both categories (see discussion below).

A few comments, in particular some from state agencies and legislatures, opposed any multiple race reporting because of possible increased costs to collect the information and implementation problems. Comments from the American Indian tribal governments also were opposed to the recommendation concerning reporting more than one race. A number of the comments that supported multiple race responses also expressed concern about the cost and burden of collecting the information to meet Federal reporting requirements, the schedule for implementation, and how the data would be tabulated to meet the requirements of legislative redistricting and enforcement of the Voting Rights Act. A few comments expressed support for categories called "human," or "American"; several proposed that there be no collection of data on race.

## **2. Comments on Recommendation for Classification of Data on Native Hawaiians**

The Interagency Committee recommended that data on Native Hawaiians continue to be classified in the Asian or Pacific Islander category. This recommendation was opposed by the Hawaiian congressional delegation, the 7,000 individuals who signed and sent preprinted yellow postcards, the State of Hawaii departments and legislature, Hawaiian organizations, and other individuals who commented on this recommendation. Instead, the comments from these individuals supported reclassifying Native Hawaiians in the American Indian or Alaska Native category, which they view as an "indigenous peoples" category (although this category has not been considered or portrayed in this manner in the standards). Native Hawaiians, as the descendants of the original inhabitants of what is now the State of Hawaii, believe that as indigenous people they should be classified in the same category as American Indians and Alaska Natives. On the other hand, the American Indian tribal governments have opposed such a reclassification, primarily because they view the data obtained from that category as being essential for administering Federal programs for American Indians. Comments from the Native Hawaiians also noted the Asian or Pacific Islander category provides inadequate data for monitoring the social and economic conditions of Native Hawaiians and other Pacific Islander groups. Because the Interagency Committee had recommended against adding categories to the

minimum set of categories, requesting a separate category for Native Hawaiians was not viewed as an option by those who commented.

### **3. Comments on Recommendation Concerning Classification of Data on Central and South American Indians**

The Interagency Committee recommended that data for Central and South American Indians be included in the American Indian or Alaska Native category. Several comments from the American Indian community opposed this recommendation. Moreover, comments from some Native Hawaiians pointed out what they believed to be an inconsistency in the Interagency Committee's recommendation to include in the American Indian or Alaska Native category descendants of Central and South American Indians -- persons who are not original peoples of the United States -- if Native Hawaiians were not to be included.

### **4. Comments on Recommendation Not to Add an Arab or Middle Eastern Ethnic Category**

The Interagency Committee recommended that an Arab or Middle Eastern ethnic category should not be added to the minimum standards for all reporting of Federal data on race and ethnicity. Several comments were received in support of having a separate category in order to have data viewed as necessary to monitor discrimination against this population.

### **5. Comments on Recommendations for Terminology**

Comments on terminology largely supported the Interagency Committee's recommendations to retain the term "American Indian," to change "Hawaiian" to "Native Hawaiian," and to change "Black" to "Black or African American." There were a few requests to include "Latino" in the category name for the Hispanic population.

## **D. OMB's Decisions**

This section of the Notice provides information on the decisions taken by OMB on the recommendations that were proposed by the Interagency Committee. The Committee's recommendations addressed options for reporting by respondents, formats of questions, and several aspects of specific categories, including possible additions, revised terminology, and changes in definitions. In reviewing OMB's decisions on the recommendations for collecting data on race and ethnicity, it is useful to remember that these decisions:

retain the concept that the standards provide a **minimum** set of categories for data on race and ethnicity;

permit the collection of more detailed information on population groups provided that any additional categories can be aggregated into the minimum standard set of categories;

underscore that self-identification is the preferred means of obtaining information about an individual's race and ethnicity, except in instances where observer identification is more practical (e.g., completing a death certificate);

do **not** identify or designate certain population groups as "minority groups";

continue the policy that the categories are **not** to be used for determining the eligibility of population groups for participation in any Federal programs;

do **not** establish criteria or qualifications (such as blood quantum levels) that are to be used in determining a particular individual's racial or ethnic classification; and

do **not** tell an individual who he or she is, or specify how an individual should classify himself or herself.

In arriving at its decisions, OMB took into account not only the public comment on the recommendations published in the *Federal Register* on July 9, 1997, but also the considerable amount of information provided during the four years of this review process, including public comments gathered from hearings and responses to two earlier OMB Notices (on June 9, 1994, and August 28, 1995). The OMB decisions benefited greatly from the participation of the public that served as a constant reminder that there are real people represented by the data on race and ethnicity and that this is for many a deeply personal issue. In addition, the OMB decisions benefited from the results of the research and testing on how individuals identify themselves that was undertaken as part of this review process. This research, including several national tests of alternative approaches to collecting data on race and ethnicity, was developed and conducted by the professional statisticians and analysts at several Federal agencies. They are to be commended for their perseverance, dedication, and professional commitment to this challenging project.

OMB also considered in reaching its decisions the extent to which the recommendations were consistent with the set of principles (see Section B of the Supplementary Information) developed by the Interagency Committee to guide the review of this sensitive and substantively complex issue. OMB believes that the Interagency Committee's recommendations took into account the principles and achieved a reasonable balance with respect to statistical issues, data needs, social concerns, and the personal dimensions of racial and ethnic identification. OMB also finds that the Committee's recommendations are consistent with the principal objective of the review, which is to enhance the accuracy of the demographic information collected by the Federal Government by having categories for data on race and ethnicity that will enable the capture of information about the increasing diversity of our Nation's population while at the same time respecting each individual's dignity.

As indicated in detail below, OMB accepts the Interagency Committee's recommendations concerning reporting more than one race, including the recommendation that there be no category called "multiracial," the formats and sequencing of the questions on race and Hispanic origin, and most of the changes to terminology.

OMB does not accept the Interagency Committee's recommendations concerning the classification of data on the Native Hawaiian population and the terminology for Hispanics, and it has instead decided to make the changes that follow.

**Native Hawaiian classification.**--OMB does not accept the recommendation concerning the continued classification of Hawaiians in the Asian or Pacific Islander category. **Instead, OMB has decided to break apart the Asian or Pacific Islander category into two categories -- one called "Asian" and the other called "Native Hawaiian or Other Pacific Islander."** As a result, there will be five categories in the minimum set for data on race.

**The "Native Hawaiian or Other Pacific Islander" category will be defined as "A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands."** (The term "Native Hawaiian" does not include individuals who are native to the State of Hawaii by virtue of being born there.) In addition to Native Hawaiians, Guamanians, and Samoans, this category would include the following Pacific Islander groups reported in the 1990 census: Carolinian, Fijian, Kosraean, Melanesian, Micronesian, Northern Mariana Islander, Palauan, Papua New Guinean, Ponapean (Pohnpelan), Polynesian, Solomon Islander, Tahitian, Tarawa Islander, Tokelauan, Tongan, Trukese (Chuukese), and Yapese.

**The "Asian" category will be defined as "A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam."**

The Native Hawaiians presented compelling arguments that the standards must facilitate the production of data to describe their social and economic situation and to monitor discrimination against Native Hawaiians in housing, education, employment, and other areas. Under the current standards for data on race and ethnicity, Native Hawaiians comprise about three percent of the Asian and Pacific Islander population. By creating separate categories, the data on the Native Hawaiians and other Pacific Islander groups will no longer be overwhelmed by the aggregate data of the much larger Asian groups. Native Hawaiians will comprise about 60 percent of the new category.

The Asian, Native Hawaiian, and Pacific Islander population groups are well defined; moreover, there has been experience with reporting in separate categories for the Native Hawaiian and Pacific Islander population groups. The 1990 census included "Hawaiian," "Samoan," and "Guamanian" as response categories to the race question. In addition, two of the major tests conducted as part of the current

review (the NCS and the RAETT) used "Hawaiian" and/or "Native Hawaiian," "Samoan," "Guamanian," and "Guamanian or Chamorro" as response options to the race question. These factors facilitate breaking apart the current category.

**Terminology for Hispanics.**--OMB does not accept the recommendation to retain the single term "Hispanic." **Instead, OMB has decided that the term should be "Hispanic or Latino."** Because regional usage of the terms differs -- Hispanic is commonly used in the eastern portion of the United States, whereas Latino is commonly used in the western portion -- this change may contribute to improved response rates.

The OMB decisions on the Interagency Committee's specific recommendations are presented below:

**(1) OMB accepts the following recommendations concerning reporting more than one race:**

When self-identification is used, a method for reporting more than one race should be adopted.

The method for respondents to report more than one race should take the form of multiple responses to a single question and **not** a "multiracial" category.

When a list of races is provided to respondents, the list should not contain a "multiracial" category.

Based on research conducted so far, two recommended forms for the instruction accompanying the multiple response question are "Mark one or more ..." and "Select one or more...."

If the criteria for data quality and confidentiality are met, provision should be made to report, at a minimum, the number of individuals identifying with more than one race. Data producers are encouraged to provide greater detail about the distribution of multiple responses.

The new standards will be used in the decennial census, and other data producers should conform as soon as possible, but not later than January 1, 2003.

**(2) OMB accepts the following recommendations concerning a combined race and Hispanic ethnicity question:**

When self-identification is used, the two question format should be used, with the race question allowing the reporting of more than one race.

When self-identification is not feasible or appropriate, a combined question can be used and should include a separate Hispanic category co-equal with the other categories.

When the combined question is used, an attempt should be made, when appropriate, to record ethnicity and race or multiple races, but the option to indicate only one category is acceptable.



**(3) OMB accepts the following recommendations concerning the retention of both reporting formats:**

The two question format should be used in all cases involving self-identification.

The current combined question format should be changed and replaced with a new format which includes a co-equal Hispanic category for use, if necessary, in observer identification.

**(4) OMB accepts the following recommendation concerning the ordering of the Hispanic origin and race questions:**

When the two question format is used, the Hispanic origin question should precede the race question.

**(5) OMB accepts the following recommendation concerning adding Cape Verdean as an ethnic category:**

Cape Verdean ethnic category should not be added to the minimum data collection standards.

**(6) OMB accepts the following recommendation concerning the addition of an Arab or Middle Eastern ethnic category:**

An Arab or Middle Eastern ethnic category should not be added to the minimum data standards.

**(7) OMB interprets the recommendation not to add any other categories to mean the expansion of the minimum set to include new population groups. The OMB decision to break apart the "Asian or Pacific Islander" category does not create a category for a new population group.**

**(8) OMB accepts the following recommendation concerning changing the term "American Indian" to "Native American":**

The term American Indian should not be changed to Native American.

**(9) OMB accepts the following recommendation concerning changing the term "Hawaiian" to "Native Hawaiian":**

The term "Hawaiian" should be changed to "Native Hawaiian."

**(10) OMB does not accept the recommendation concerning the continued classification of Native Hawaiians in the Asian or Pacific Islander category.**

OMB has decided to break apart the Asian or Pacific Islander category into two categories -- one called "Asian" and the other called "Native Hawaiian or Other Pacific Islander." As a result, there are five categories in the minimum set for data on race.

The "Native Hawaiian or Other Pacific Islander" category is defined as "A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands."

he "Asian" category is defined as "A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam."

**(11) OMB accepts the following recommendations concerning the use of "Alaska Native" instead of "Eskimo" and "Aleut":**

"Alaska Native" should replace the term "Alaskan Native."

Alaska Native should be used instead of Eskimo and Aleut.

The Alaska Native response option should be accompanied by a request for tribal affiliation when possible.

**(12) OMB accepts the following recommendations concerning the classification of Central and South American Indians:**

Central and South American Indians should be classified as American Indian.

The definition of the "American Indian or Alaska Native" category should be modified to include the original peoples from Central and South America.

In addition, OMB has decided to make the definition for the American Indian or Alaska Native category more consistent with the definitions of the other categories.

**(13) OMB accepts the following recommendations concerning the term or terms to be used for the name of the Black category:**

The name of the Black category should be changed to "Black or African American."

The category definition should remain unchanged.

Additional terms, such as Haitian or Negro, can be used if desired.

**(14) OMB decided to modify the recommendations concerning the term or terms to be used for Hispanic:**

The term used should be "Hispanic **or** Latino."

The definition of the category should remain unchanged.

**In addition, the term "Spanish Origin," can be used if desired.**

Accordingly, the Office of Management and Budget adopts and issues the revised minimum standards for Federal data on race and ethnicity for major population groups in the United States which are set forth at the end of this Notice.

### **Topics for further research**

There are two areas where OMB accepts the Interagency Committee's recommendations but believes that further research is needed: (1) multiple responses to the Hispanic origin question and (2) an ethnic category for Arabs/Middle Easterners.

**Multiple Responses to the Hispanic Origin Question.**--The Interagency Committee recommended that respondents to Federal data collections should be permitted to report more than one race. During the most recent public comment process, a few comments suggested that the concept of "marking more than one box" should be extended to the Hispanic origin question. Respondents are now asked to indicate if they are "of Hispanic origin" **or** "not of Hispanic origin." Allowing individuals to select more than one response to the ethnicity question would provide the opportunity to indicate ethnic heritage that is both Hispanic and non-Hispanic.

The term "Hispanic" refers to persons who trace their origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures. While there has been considerable public concern about the need to review Directive No. 15 with respect to classifying individuals of mixed racial heritage, there has been little comment on reporting both an Hispanic and a non-Hispanic origin. On many Federal forms, Hispanics can also express a racial identity on a separate race question. In the decennial census, individuals who consider themselves part Hispanic can also indicate additional heritages in the ancestry question.

On one hand, it can be argued that allowing individuals to mark both categories in the Hispanic origin question would parallel the instruction "to mark (or select) one or more" racial categories. Individuals would not have to choose between their parents' ethnic heritages, and movement toward an increasingly diverse society would be recognized.

On the other hand, because the matter of multiple responses to the Hispanic ethnicity question was not raised in the early phases of the public comment process, no explicit provisions were made for testing this approach in the research conducted to inform the review of Directive No. 15. While a considerable amount of research was focused on how to improve the response rate to the Hispanic origin question, it is unclear whether and to what extent explicitly permitting multiple responses to the Hispanic origin question would affect nonresponse to the race question or hamper obtaining more detailed data on Hispanic population groups.

Information on the possible impact of any changes on the quality of the data has been an essential element of the review. While the effects of changes in the Hispanic origin question are unknown, they could conceivably be substantial. Thus, OMB has decided **not** to include a provision in the standards that would explicitly permit respondents to select both "Hispanic origin" and "Not of Hispanic Origin" options. OMB believes that this is an item for future research. In the meantime, the ancestry question on the decennial census long form does provide respondents who consider themselves part Hispanic to write in additional heritages.

**Research on an Arab/Middle Easterner category.**--During the public comment process, OMB received a number of requests to add an ethnic category for Arabs/Middle Easterners so that data could be obtained that could be useful in monitoring discrimination. The public comment process indicated, however, that there was no agreement on a definition for this category. The combined race, Hispanic origin, and ancestry question in the RAETT, which was designed to address requests that were received from groups for establishing separate categories, did not provide a solution.

While OMB accepted the Interagency's Committee recommendation not to create a new category for this population group, OMB believes that further research should be done to determine the best way to improve data on this population group. Meanwhile, the write-ins to the ancestry question on the decennial census long form will continue to provide information on the number of individuals who identify their heritage as Arab or Middle Easterner.

## **E. Tabulation Issues**

The revised standards retain the concept of a minimum set of categories for Federal data on race and ethnicity and make possible at the same time the collection of data to reflect the diversity of our Nation's population. Since the Interagency Committee's recommendation concerning the reporting of more than one race was made available for public comment, the focus of attention has been largely on how the data would be tabulated. Because of the concerns expressed about tabulation methods and our own view of the importance of this issue, OMB committed to accelerate the work on tabulation issues when it testified in July 1997 on the Interagency Committee's recommendations.

A group of statistical and policy analysts drawn from the Federal agencies that generate or use these data has spent the past few months considering the tabulation issues. Although this work is still in its early stages, some preliminary guidance can be shared at this time. In general, OMB believes that, consistent with criteria for confidentiality and data quality, the tabulation procedures used by the agencies should result in the production of as much detailed information on race and ethnicity as possible.

Guidelines for tabulation ultimately must meet the needs of at least two groups within the Federal Government, with the overriding objective of providing the most accurate and informative body of data.

The first group is composed of those government officials charged with carrying out constitutional and legislative mandates, such as redistricting legislatures, enforcing civil rights laws, and monitoring progress in anti-discrimination programs. (The legislative redistricting file produced by the Bureau of the Census, also known as the Public Law 94-171 file, is an example of a file meeting such legislative needs.) The second group consists of the staff of statistical agencies producing and analyzing data that are used to monitor economic and social conditions and trends.

Many of the needs of the first group can be met with an initial tabulation that provides, consistent with standards for data quality and confidentiality, the full detail of racial reporting; that is, the number of people reporting in each single race category and the number reporting each of the possible combinations of races, which would add to the total population. Depending on the judgment of users, the combinations of multiple responses could be collapsed. One method would be to provide separate totals for those reporting in the most common multiple race combinations and to collapse the data for other less frequently reported combinations. The specifics of the collapsed distributions must await the results of particular data collections. A second method would be to report the total selecting each particular race, whether alone or in combination with other races. These totals would represent upper bounds on the size of the populations who identified with each of the racial categories. In some cases, this latter method could be used for comparing data collected under the old standards with data collected under the new standards. It is important that users with the same or closely related responsibilities adopt the same tabulation method. Regardless of the method chosen for collapsing multiple race responses, the total number reporting more than one race must be made available, if confidentiality and data quality requirements can be met, in order to ensure that any changes in response patterns resulting from the new standards can be monitored over time.

Meeting the needs of the second group (those producing and analyzing statistical data to monitor economic and social conditions and trends), as well as some additional needs of the first group, may require different tabulation procedures. More research must be completed before guidelines that will meet the requirements of these users can be developed. A group of statistical and policy experts will review a number of alternative procedures and provide recommendations to OMB concerning these tabulation requirements by Spring 1998. Four of the areas in which further exploration is needed are outlined below.

Equal employment opportunity and other anti-discrimination programs have traditionally provided the numbers of people in the population by selected characteristics, including racial categories, for business, academic, and government organizations to use in evaluating conformance with program objectives. Because of the potentially large number of categories that may result from application of the new standards, many with very small numbers, it is not clear how this need for data will be best satisfied in the future.

The numbers of people in distinct groups based on decennial census results are used in developing sample designs and survey controls for major demographic surveys. For example, the National Health Interview Survey uses census data to increase samples for certain population groups, adjust for survey non-response, and provide weights for estimating health outcomes at the national level. The impact of having data for many small population groups with multiple racial heritages must be explored.

Vital statistics data include birth and death rates for various population groups. Typically the numerator (number of births or deaths) is derived from administrative records, while the denominator comes from intercensal population estimates. Birth certificate data on race are likely to have been self reported by the mother. Over time, these data may become comparable to data collected under the new standards. Death certificate data, however, frequently are filled out by an observer, such as a mortician, physician, or funeral director. These data, particularly for the population with multiple racial heritages, are likely to be quite different from the information obtained when respondents report about themselves. Research to define comparable categories to be used in both numerators and denominators is needed to assure that vital statistics are as accurate and useful as possible.

More generally, statistical indicators are often used to measure change over time. Procedures that will permit meaningful comparisons of data collected under the previous standards with those that will be collected under the new standards need to be developed.

The methodology for tabulating data on race and ethnicity must be carefully developed and coordinated among the statistical agencies and other Federal data users. Moreover, just as OMB's review and decision processes have benefited during the past four years from extensive public participation, we expect to discuss tabulation methods with data users within and outside the Federal Government. OMB expects to issue additional guidance with respect to tabulating data on race and ethnicity by Fall 1998.

**Sally Katzen**

*Administrator, Office of Information and Regulatory Affairs.*

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## **Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity**

This classification provides a minimum standard for maintaining, collecting, and presenting data on race and ethnicity for all Federal reporting purposes. The categories in this classification are social-political constructs and should not be interpreted as being scientific or anthropological in nature. They

are not to be used as determinants of eligibility for participation in any Federal program. The standards have been developed to provide a common language for uniformity and comparability in the collection and use of data on race and ethnicity by Federal agencies.

The standards have five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. There are two categories for data on ethnicity: "Hispanic or Latino," and "Not Hispanic or Latino."

## 1. Categories and Definitions

The minimum categories for data on race and ethnicity for Federal statistics, program administrative reporting, and civil rights compliance reporting are defined as follows:

-- **American Indian or Alaska Native.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

-- **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

-- **Black or African American.** A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."

-- **Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

-- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

-- **White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Respondents shall be offered the option of selecting one or more racial designations. Recommended forms for the instruction accompanying the multiple response question are "Mark one or more" and "Select one or more."

## 2. Data Formats

The standards provide two formats that may be used for data on race and ethnicity. Self-reporting or self-identification using two separate questions is the preferred method for collecting data on race and

ethnicity. In situations where self-reporting is not practicable or feasible, the combined format may be used.

In no case shall the provisions of the standards be construed to limit the collection of data to the categories described above. The collection of greater detail is encouraged; however, any collection that uses more detail shall be organized in such a way that the additional categories can be aggregated into these minimum categories for data on race and ethnicity.

With respect to tabulation, the procedures used by Federal agencies shall result in the production of as much detailed information on race and ethnicity as possible. However, Federal agencies shall not present data on detailed categories if doing so would compromise data quality or confidentiality standards.

**a. Two-question format**

To provide flexibility and ensure data quality, separate questions shall be used wherever feasible for reporting race and ethnicity. When race and ethnicity are collected separately, ethnicity shall be collected first. If race and ethnicity are collected separately, the minimum designations are:

**Race:**

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

**Ethnicity:**

- Hispanic or Latino
- Not Hispanic or Latino

When data on race and ethnicity are collected separately, provision shall be made to report the number of respondents in each racial category who are Hispanic or Latino.

When aggregate data are presented, data producers shall provide the number of respondents who marked (or selected) only one category, separately for each of the five racial categories. In addition to these numbers, data producers are strongly encouraged to provide the detailed distributions, including



all possible combinations, of multiple responses to the race question. If data on multiple responses are collapsed, at a minimum the total number of respondents reporting "more than one race" shall be made available.

#### **b. Combined format**

The combined format may be used, if necessary, for observer-collected data on race and ethnicity. Both race (including multiple responses) and ethnicity shall be collected when appropriate and feasible, although the selection of one category in the combined format is acceptable. If a combined format is used, there are six minimum categories:

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White

When aggregate data are presented, data producers shall provide the number of respondents who marked (or selected) only one category, separately for each of the six categories. In addition to these numbers, data producers are strongly encouraged to provide the detailed distributions, including all possible combinations, of multiple responses. In cases where data on multiple responses are collapsed, the total number of respondents reporting "Hispanic or Latino and one or more races" and the total number of respondents reporting "more than one race" (regardless of ethnicity) shall be provided.

### **3. Use of the Standards for Record Keeping and Reporting**

The minimum standard categories shall be used for reporting as follows:

#### **a. Statistical reporting**

These standards shall be used at a minimum for all federally sponsored statistical data collections that include data on race and/or ethnicity, except when the collection involves a sample of such size that the data on the smaller categories would be unreliable, or when the collection effort focuses on a specific racial or ethnic group. Any other variation will have to be specifically authorized by the Office of Management and Budget (OMB) through the information collection clearance process. In those cases

where the data collection is not subject to the information collection clearance process, a direct request for a variance shall be made to OMB.

#### **b. General program administrative and grant reporting**

These standards shall be used for all Federal administrative reporting or record keeping requirements that include data on race and ethnicity. Agencies that cannot follow these standards must request a variance from OMB. Variances will be considered if the agency can demonstrate that it is not reasonable for the primary reporter to determine racial or ethnic background in terms of the specified categories, that determination of racial or ethnic background is not critical to the administration of the program in question, or that the specific program is directed to only one or a limited number of racial or ethnic groups.

#### **c. Civil rights and other compliance reporting**

These standards shall be used by all Federal agencies in either the separate or combined format for civil rights and other compliance reporting from the public and private sectors and all levels of government. Any variation requiring less detailed data or data which cannot be aggregated into the basic categories must be specifically approved by OMB for executive agencies. More detailed reporting which can be aggregated to the basic categories may be used at the agencies' discretion.

### **4. Presentation of Data on Race and Ethnicity**

Displays of statistical, administrative, and compliance data on race and ethnicity shall use the categories listed above. The term "nonwhite" is not acceptable for use in the presentation of Federal Government data. It shall not be used in any publication or in the text of any report.

In cases where the standard categories are considered inappropriate for presentation of data on particular programs or for particular regional areas, the sponsoring agency may use:

- a. The designations "Black or African American and Other Races" or "All Other Races" as collective descriptions of minority races when the most summary distinction between the majority and minority races is appropriate;
- b. The designations "White," "Black or African American," and "All Other Races" when the distinction among the majority race, the principal minority race, and other races is appropriate; or
- c. The designation of a particular minority race or races, and the inclusion of "Whites" with "All Other Races" when such a collective description is appropriate.

In displaying detailed information that represents a combination of race and ethnicity, the description of the data being displayed shall clearly indicate that both bases of classification are being used.

When the primary focus of a report is on two or more specific identifiable groups in the population, one or more of which is racial or ethnic, it is acceptable to display data for each of the particular groups separately and to describe data relating to the remainder of the population by an appropriate collective description.

## **5. Effective Date**

The provisions of these standards are effective immediately for all **new** and **revised** record keeping or reporting requirements that include racial and/or ethnic information. All **existing** record keeping or reporting requirements shall be made consistent with these standards at the time they are submitted for extension, or not later than January 1, 2003.

## **Data Collection**

### **Education**

- California State University System
- University of California System
- Fresno Unified School District
- Los Angeles Unified School District Form 1
- Los Angeles Unified School District Form 2
- Oakland Unified School District
- Sacramento Unified School District
- San Bernardino Unified School District
- San Diego Unified School District
- San Francisco Unified School District
- San José Unified School District
- Santa Barbara Unified School District

### **Legal and Criminal Justice**

- California Highway Patrol Manual
- California Department of Justice Arrest & Disposition Instruction Manual
- California Traffic Collision Report
- Los Angeles Police Suspicious Activity Report
- San Bernardino Suspected Child Abuse Form
- San Diego Police Financial Crimes Form
- San José Police Reporting Form

### **Health**

- California Department of Public Health
- Medi-Cal Application

### **Business**

- California Fair Housing and Employment
- California State Employee Census
- Equal Employment Opportunity Form

## Section D (Demographic Information)

To conform with the new guidelines of the U.S. Federal Office of Management and Budget (<http://www.whitehouse.gov/omb>), If you select "Yes" in Question 20a, a response to Question 20b is required. Please do not select more than one response in Question 20b as only ONE response is allowed. If you have selected "No" or "Decline to State," do not answer Question 20b.

### Ethnicity

20a. **In regard to your ethnicity, do you consider yourself Hispanic or Latino?** Yes ☐ No ☐ Decline to State ☐  
(If "No" or "Decline to State," please go to Question 21.)

20b. **If you indicated Yes on Question 20a (above), please select the ONE category below that best describes your background.**  
(Do not select more than one.)

- |   |   |
|---|---|
| <input type="checkbox"/> Argentinean          | <input type="checkbox"/> Panamanian                     |
| <input type="checkbox"/> Bolivian             | <input type="checkbox"/> Paraguayan                     |
| <input type="checkbox"/> Chilean              | <input type="checkbox"/> Peruvian                       |
| <input type="checkbox"/> Colombian            | <input type="checkbox"/> Puerto Rican                   |
| <input type="checkbox"/> Costa Rican          | <input type="checkbox"/> Salvadorian                    |
| <input type="checkbox"/> Cuban                | <input type="checkbox"/> Spaniard                       |
| <input type="checkbox"/> Dominican (Republic) | <input type="checkbox"/> Uruguayan                      |
| <input type="checkbox"/> Ecuadorian           | <input type="checkbox"/> Venezuelan                     |
| <input type="checkbox"/> Guatemalan           | <input type="checkbox"/> Other Central American         |
| <input type="checkbox"/> Honduran             | <input type="checkbox"/> Other South American           |
| <input type="checkbox"/> Mexican              | <input type="checkbox"/> Other Hispanic or Latino _____ |
| <input type="checkbox"/> Nicaraguan           | <i>Please specify</i>                                   |

### 21. Race

(All undergraduate applicants must respond to Question 21.)

The U.S. Census identifies the following races: White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Pacific Islander. These racial categories, as well as many sub-categories, are listed below. Mark one or as many race categories as are appropriate to you. Please mark only one sub-category for each race category that you select. If you select "Decline to State," then you cannot choose any other boxes.

#### WHITE ☐

(Please select the ONE sub-category that best describes your background.)

- ☐ European
- ☐ Middle Easterner
- ☐ North African
- ☐ Other White \_\_\_\_\_
- Please specify*

#### BLACK or AFRICAN AMERICAN ☐

(Please select the ONE sub-category that best describes your background.)

- ☐ African American
- ☐ Black
- ☐ Haitian
- ☐ Other African/Black \_\_\_\_\_
- Please specify*

**AMERICAN INDIAN or ALASKA NATIVE** ☐

(Please select the ONE sub-category that best describes your background.)

- ☐ Achomawi/Achumawi
- ☐ Cahto (e.g., Cahto Indian Tribe of the Laytonville)
- ☐ Cahuilla (e.g., Agua Caliente Band of Cahuilla Indians)
- ☐ Chemehuevi (e.g., Chemehuevi Indian Tribe of the Chemehuevi Reservation, California)
- ☐ Chumash (e.g., Santa Ynez Band of Chumash Mission)
- ☐ Costanoan/Ohlone
- ☐ Cupeno (e.g., Los Coyotes Band of Cahuilla & Cupeno)
- ☐ Gabrielino/Tongva
- ☐ Hupa/Hoopa (e.g., Hoopa Valley Tribe, California)
- ☐ Karuk (e.g., Karuk Tribe of California)
- ☐ Kumeyaay (e.g., Ewiiapaayp Band of Kumeyaay)
- ☐ Luiseno (e.g., La Jolla Band of Luiseno Mission)
- ☐ Maidu (e.g., Enterprise Rancheria of Maidu Indians)
- ☐ Miwok (e.g., Lone Band of Miwok Indians)
- ☐ Mojave (e.g., Fort Mojave Indian Tribe of Arizona)
- ☐ Ohlone
- ☐ Paiute (e.g., Fort Independence Indian Community of Paiute Indians of the Fort)
- ☐ Pomo (e.g., Coyote Valley Band of Pomo Indians)
- ☐ Quechan (e.g., Quechan Tribe of the Fort Yuma Indians)
- ☐ Serrano (e.g., San Manuel Band of Serrano Mission)
- ☐ Shoshone (e.g., Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony)
- ☐ Tolowa
- ☐ Wappo
- ☐ Washoe
- ☐ Western Mono (e.g., Big Sandy Rancheria of Mono Indians)
- ☐ Wintun (e.g., Cachil DeHe Band of Wintun Indians of the Colusa Indian Community)
- ☐ Wiyot (e.g., Wiyot Tribe, California/formerly the Table Bluff Reservation - Wiyot Tribe)
- ☐ Yokuts
- ☐ Yuki
- ☐ Yurok (e.g., Yurok Tribe of the Yurok Reservation)
- ☐ Latin American Indian

☐ Other American Indian Tribes \_\_\_\_\_  
*Please specify*

☐ Other Alaska Native Tribes \_\_\_\_\_  
*Please specify*

**ASIAN** ☐

(Please select the ONE sub-category that best describes your background.)

- |                                       |   |                                       |                                    |                                      |                                     |
|---------------------------------------|---|---------------------------------------|------------------------------------|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Cambodian                  | <input type="checkbox"/> Indo Chinese | <input type="checkbox"/> Korean    | <input type="checkbox"/> Nepalese    | <input type="checkbox"/> Sri Lankan |
| <input type="checkbox"/> Bangladeshi  | <input type="checkbox"/> Chinese (except Taiwanese) | <input type="checkbox"/> Indonesian   | <input type="checkbox"/> Laotian   | <input type="checkbox"/> Okinawan    | <input type="checkbox"/> Taiwanese  |
| <input type="checkbox"/> Bhutanese    | <input type="checkbox"/> Filipino                   | <input type="checkbox"/> Iwo Jiman    | <input type="checkbox"/> Malaysian | <input type="checkbox"/> Pakistani   | <input type="checkbox"/> Thai       |
| <input type="checkbox"/> Burmese      | <input type="checkbox"/> Hmong                      | <input type="checkbox"/> Japanese     | <input type="checkbox"/> Maldivian | <input type="checkbox"/> Singaporean | <input type="checkbox"/> Vietnamese |

☐ Other Asian \_\_\_\_\_

*Please specify*

**NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER** ☐

(Please select the ONE sub-category that best describes your background.)

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> Carolinian            | <input type="checkbox"/> Kosraean         | <input type="checkbox"/> Papua New Guinean | <input type="checkbox"/> Tokelauan         |
| <input type="checkbox"/> Chuukese              | <input type="checkbox"/> Mariana Islander | <input type="checkbox"/> Pohnpeian         | <input type="checkbox"/> Tongan            |
| <input type="checkbox"/> Fijian                | <input type="checkbox"/> Marshallese      | <input type="checkbox"/> Saipanese         | <input type="checkbox"/> Yapese            |
| <input type="checkbox"/> Guamanian or Chomorro | <input type="checkbox"/> Native Hawaiian  | <input type="checkbox"/> Samoan            | <input type="checkbox"/> Other Melanesian  |
| <input type="checkbox"/> I-Kiribati            | <input type="checkbox"/> Ni-Vanuatu       | <input type="checkbox"/> Solomon Islander  | <input type="checkbox"/> Other Micronesian |
|  | <input type="checkbox"/> Palauan          | <input type="checkbox"/> Tahitian          | <input type="checkbox"/> Other Polynesian  |

Other Pacific Islander ☐ \_\_\_\_\_

*Please specify*

DECLINE TO STATE ☐

NONE OF THE ABOVE ☐

**22. If the California State University is asked to report only ONE summary race/ethnicity description for you, please choose the ONE category below that you want us to report.**

(All applicants must respond to Question 23. Please check only ONE box.)

- |   |  |
|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> White                                     |
| <input type="checkbox"/> Black or African American        | <input type="checkbox"/> Two or more races/ethnicities             |
| <input type="checkbox"/> Hispanic or Latino               | <input type="checkbox"/> Decline to State                          |

**23. Legal Sex** (Enter M or F) ☐

Please refer to the [end of this PDF](#) application for more information regarding laws pertaining to our questions about legal sex, sexual orientation, gender identity and gender expression.

**24. Do you consider yourself to be? (Optional)**

- |  |                                  |                                   |   |   |
|--|----------------------------------|-----------------------------------|---|---|
| Lesbian <input type="checkbox"/>                   | Gay <input type="checkbox"/>     | Bisexual <input type="checkbox"/> | Queer <input type="checkbox"/>            | Heterosexual or straight <input type="checkbox"/> |
| Pansexual <input type="checkbox"/>                 | Asexual <input type="checkbox"/> | Not Sure <input type="checkbox"/> | Decline to State <input type="checkbox"/> |   |
| Another orientation <input type="checkbox"/> _____ |                                  |                                   |   |   |

*Please specify*

**25a. How do you describe yourself (Please select one answer)?**

- |                                   |   |   |                                    |  |
|-----------------------------------|---|---|------------------------------------|--|
| Woman <input type="checkbox"/>    | Man <input type="checkbox"/>              | Trans Woman <input type="checkbox"/>      | Trans Man <input type="checkbox"/> | Genderqueer/Gender non-conforming <input type="checkbox"/> |
| Not Sure <input type="checkbox"/> | Decline to state <input type="checkbox"/> | Another identity <input type="checkbox"/> | _____                              |  |

*Please specify*

**25b. How do you describe the way you express your gender identity in terms of behavior, appearance, speech, and movement? (Please select one answer)?**

- |   |  |                               |                                   |   |
|---|--|-------------------------------|-----------------------------------|---|
| Gender conforming <input type="checkbox"/>      | Gender non-conforming <input type="checkbox"/> | Both <input type="checkbox"/> | Not Sure <input type="checkbox"/> | Decline to state <input type="checkbox"/> |
| Not Listed Above <input type="checkbox"/> _____ |  |                               |                                   |   |

*Please specify*

## About you

### Demographics



\* required

Providing demographic information **does not** affect your chances of admission. We collect demographic information for statistical purposes only. This page is optional. To mark this page as complete, scroll down to the bottom of the page and click "Save & continue."

### Ethnicity for U.S. Department of Education

The university is required by the U.S. Department of Education to ask you the following questions.

#### Do you consider yourself Hispanic or Latino?

Includes persons of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin.

☐ No ☐ Yes

#### Which of the following groups best describes your racial background?

Check all that apply.

- ☐ African American or Black
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Pacific Islander or Native Hawaiian
- ☐ White



## Ethnicity / Ancestry for UC

To help us understand the diverse racial and ethnic backgrounds of our students, please tell us which of the following groups best describes your background. Check as many categories as may apply.

---

### African American / Black

- ☐ African
- ☐ African American or Black
- ☐ Black Caribbean
- ☐ Other African American / Black

---

### American Indian / Alaska Native

- ☐ American Indian / Alaska Native

---

### Asian / Asian American

- |   |                                     |
|---|-------------------------------------|
| <input type="checkbox"/> Asian Indian                               | <input type="checkbox"/> Korean     |
| <input type="checkbox"/> Bangladeshi                                | <input type="checkbox"/> Laotian    |
| <input type="checkbox"/> Cambodian                                  | <input type="checkbox"/> Malaysian  |
| <input type="checkbox"/> Chinese                                    | <input type="checkbox"/> Pakistani  |
| <input type="checkbox"/> Filipino                                   | <input type="checkbox"/> Sri Lankan |
| <input type="checkbox"/> Hmong                                      | <input type="checkbox"/> Taiwanese  |
| <input type="checkbox"/> Indonesian                                 | <input type="checkbox"/> Thai       |
| <input type="checkbox"/> Japanese                                   | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Other Asian (not including Middle Eastern) |                                     |

## Hispanic / Latino

- |  |   |
|--|---|
| <input type="checkbox"/> Cuban / Cuban American                              | <input type="checkbox"/> Mexican / Mexican American / Chicano |
| <input type="checkbox"/> Latin American / Latino                             | <input type="checkbox"/> Puerto Rican                         |
| <input type="checkbox"/> Other Hispanic, Latin American or of Spanish origin |   |
- 

## Pacific Islander

- |   |                                   |
|---|-----------------------------------|
| <input type="checkbox"/> Fijian                 | <input type="checkbox"/> Hawaiian |
| <input type="checkbox"/> Guamanian / Chamorro   | <input type="checkbox"/> Samoan   |
| <input type="checkbox"/> Other Pacific Islander | <input type="checkbox"/> Tongan   |

## Southwest Asian and North African

- |  |  |
|--|--|
| <input type="checkbox"/> Afghan                | <input type="checkbox"/> Kurdish             |
| <input type="checkbox"/> Algerian              | <input type="checkbox"/> Kuwaiti             |
| <input type="checkbox"/> Armenian              | <input type="checkbox"/> Lebanese            |
| <input type="checkbox"/> Assyrian / Chaldean   | <input type="checkbox"/> Libyan              |
| <input type="checkbox"/> Azerbaijani           | <input type="checkbox"/> Mauritanian         |
| <input type="checkbox"/> Bahraini              | <input type="checkbox"/> Moroccan            |
| <input type="checkbox"/> Berber                | <input type="checkbox"/> Omani               |
| <input type="checkbox"/> Circassian            | <input type="checkbox"/> Palestinian         |
| <input type="checkbox"/> Djiboutian            | <input type="checkbox"/> Qatari              |
| <input type="checkbox"/> Egyptian              | <input type="checkbox"/> Saudi Arabian       |
| <input type="checkbox"/> Emirati               | <input type="checkbox"/> Somali              |
| <input type="checkbox"/> Georgian              | <input type="checkbox"/> Sudanese            |
| <input type="checkbox"/> Iranian               | <input type="checkbox"/> Syrian              |
| <input type="checkbox"/> Iraqi                 | <input type="checkbox"/> Tunisian            |
| <input type="checkbox"/> Israeli               | <input type="checkbox"/> Turkish             |
| <input type="checkbox"/> Jordanian             | <input type="checkbox"/> Yemeni              |
| <input type="checkbox"/> Other Southwest Asian | <input type="checkbox"/> Other North African |

---

## White/Caucasian

- ☐ European / European Descent
- ☐ Other White / Caucasian

**ETHNICITY AND RACE:** *(Please answer both questions)*

1. What is your child's ethnicity? *(Mark only one)* ☐ HISPANIC or LATINO (2) ☐ Not Hispanic or Latino
2. What is your child's race? *(Mark one or more)*
- ☐ WHITE (1): Persons having origins in any of the original peoples of Europe, North Africa or the Middle East
  - ☐ AFRICAN AMERICAN / BLACK (3)
  - ☐ NATIVE AMERICAN / ALASKA NATIVE (5): Persons having origins in any of the original people of North, Central, or South America - including Mexico

**ASIAN (4):**

- ☐ Chinese (4.1) ☐ Laotian (4.5) ☐ Other Asian (4.9)
- ☐ Japanese (4.2) ☐ Cambodian (4.6) ☐ Filipino (6)
- ☐ Korean (4.3) ☐ Asian Indian (4.7)
- ☐ Vietnamese (4.4) ☐ Hmong (4.8)

**NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER (7):**

- ☐ Hawaiian (7.1) ☐ Other Pacific Islander (7.5)
- ☐ Guamanian (7.2)
- ☐ Samoan (7.3)
- ☐ Tahitian (7.4)

Student Last Name:

First Name:

FUSD ID:

**SPECIAL EDUCATION:**

Does your child receive Special Education services? ☐ Yes ☐ No Does your child have an active 504 Plan? ☐ Yes ☐ No  
Please Explain: \_\_\_\_\_

**My son/daughter has participated in the following special program(s):**

- ☐ Gifted & Talented (GATE) ☐ English Language Development (ELD) ☐ Other: \_\_\_\_\_
- Has your child ever repeated a grade? ☐ Yes ☐ No Which Grade? \_\_\_\_\_
- Has the student been expelled, pending expulsion or on suspended expulsion from any school District? ☐ Yes ☐ No
- Is your child presently on Probation? ☐ Yes ☐ No
- Preschool (choose one): ☐ Fresno Unified ☐ State (e.g., Fresno City, Fresno State) ☐ Head Start ☐ Private ☐ None

**PARENT EDUCATION:**Check the education level of the most educated parent/guardian that the child lives with.

- ☐ Graduate School/post training (10) ☐ Some college (includes AA) (12) ☐ Not a high school graduate (14)
- ☐ College Graduate (11) ☐ High School Graduate (13) ☐ Decline to state/unknown (15)

**LIST OF CHILDREN IN THE HOME:**

Name	Year of Birth	Name	Year of Birth
1. _____	_____	2. _____	_____
3. _____	_____	4. _____	_____
5. _____	_____	6. _____	_____

**RESPONSIBLE ADULT:**

▪ Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**BELOW FOR SCHOOL USE ONLY**

Proof of Birth	Proof of Residence	Proof of Immunization	Room/Advisory:	Student ID:	Date Entered:
Type:	Type:	Type:			
Verified by:	Verified by:	Verified by:	Teacher Name:		Verified by:

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Office Use Only

1. SCHOOL NAME:	6. LAUSD / STATE STUDENT ID NUMBER:
2. LOCATION CODE:	7. HOUSEHOLD NUMBER:
3. TRACK/SLC:	8. HOMEROOM:
4. ENROLLMENT DATE/CODE:	9. TEACHER/COUNSELOR:
5. STUDENT ENTRY GRADE LEVEL:	10. ENROLLMENT WIZARD USED: <input type="checkbox"/> Yes <input type="checkbox"/> No

## LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT ENROLLMENT FORM

*INSTRUCTIONS: Please print using black or blue ink. If you have any questions, please ask for assistance.*

### A. STUDENT INFORMATION

(LAUSDMAX: Family Member Information)

1. _____	2. _____
Legal Name: Last First Middle	Alias/Nickname: Last First Middle
3. _____	4. _____
Home Address: Number Street Apt./Unit City Zip Code	Home Telephone Number
5. Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	6. _____
Date of Birth	7. _____
Place of Birth: City	State/Province Country

### B. PARENT/LEGAL GUARDIAN WITH WHOM THE STUDENT LIVES

(LAUSDMAX: Caretaker Information)

1. _____	2. _____
Legal Name: Last First Middle	Other Names Used: Last First Middle
3. _____	4. _____
Home Telephone Number Cell/Pager Number	Work Telephone Number <input type="checkbox"/> Day <input type="checkbox"/> Evening
6. _____	
Email Address	
Home Correspondence Language Correspondence is provided in the following languages; select preferred language.	
7. If <b>Other</b> is indicated, written correspondence will be in English.	
<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Armenian <input type="checkbox"/> Chinese <input type="checkbox"/> Farsi <input type="checkbox"/> Filipino <input type="checkbox"/> Korean <input type="checkbox"/> Russian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other: _____	
8. <b>Highest Level of Education Completed</b>	
<input type="checkbox"/> Not a High School Graduate <input type="checkbox"/> High School Graduate or Equivalent	
<input type="checkbox"/> Some College (includes AA Degree) <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School/Post Graduate Training <input type="checkbox"/> Decline to State or Unknown	
9. Does the student live with this parent/legal guardian? <input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Relationship to Student:	

### C. HOME LANGUAGE AND ETHNICITY INFORMATION

1. Home Language of the Student
A. Which language did this student learn when he/she first began to talk? _____
B. Which language does this student most frequently use at home? _____
C. Which language do you use most frequently to speak to this student? _____
D. Which language is most often used by the adults at home? _____
E. Has this student received any formal English language instruction (listening, speaking, reading, or writing)? <input type="checkbox"/> Yes <input type="checkbox"/> No
2. Is the student's ethnicity Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No
3. Student's Primary Race (Mark one choice)
<input type="checkbox"/> African American or Black <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> White
Asian: <input type="checkbox"/> Asian Indian <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Hmong <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Laotian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other Asian
Pacific Islander: <input type="checkbox"/> Guamanian <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Samoan <input type="checkbox"/> Tahitian <input type="checkbox"/> Other Pacific Islander
4. Student's Additional Race (Optional)
<input type="checkbox"/> African American or Black <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> White
Asian: <input type="checkbox"/> Asian Indian <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Hmong <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Laotian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other Asian
Pacific Islander: <input type="checkbox"/> Guamanian <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Samoan <input type="checkbox"/> Tahitian <input type="checkbox"/> Other Pacific Islander

### D. STUDENT EDUCATIONAL INFORMATION

1. Special Services
If you have any questions regarding this section, please refer to the brochure entitled "Are You Puzzled By Your Child's Special Needs?"
A. Was this student receiving special education services at his/her previous school? <input type="checkbox"/> Yes <input type="checkbox"/> No
B. Did this student have a current Individualized Education Program (IEP) at the previous school? <input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, do you have a copy of the student's IEP with you? <input type="checkbox"/> Yes <input type="checkbox"/> No
C. Did this student have a Section 504 Plan at his/her previous school? <input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, do you have a copy of the student's Section 504 Plan with you? <input type="checkbox"/> Yes <input type="checkbox"/> No
D. Does the student have difficulties that interfere with his/her ability to go to school or to learn? <input type="checkbox"/> Yes <input type="checkbox"/> No
E. Has this student been identified for gifted and talented educational services (GATE)? <input type="checkbox"/> Yes <input type="checkbox"/> No
2. Previous School Information
A. Has this student previously attended this school? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, when? _____
B. Has this student previously attended any other school or center in the LAUSD (e.g., early education center, state preschool, SRLDP, Head Start, or other preschool)? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, list most recent school/center attended. _____
Name of School City/State Dates Attended Grade Level(s)
C. Please list last non-LAUDS school student attended (including early education center, state preschool, SRLDP, Head Start, faith based or other preschool):
Name of School City/State Type of School Dates Attended Grade Level(s)

## ETHNICITY/RACE IDENTIFICATION OF STUDENTS

Beginning with the 2009-10 school year, the District will be required to collect race and ethnicity data on all new enrolling students using a two-part question. The first part of the question asks whether or not the student is Hispanic or Latino. The second part of the question asks the respondent to select one or more races for the student.

Please complete the form below and submit it with the completed enrollment packet.

Student Name: (please print)	Date of Birth:	Grade:
School Name:	Today's Date:	

**STEP 1**

Is the student's ethnicity Hispanic/Latino? ☐ Yes ☐ No

If "YES" is checked, continue to Step 3 if applicable; if "NO" is checked continue to Step 2 then Step 3 if applicable.

**STEP 2**

What is the **primary** race of the student?  
(Select one)

- ☐ African American or Black  
☐ American Indian or Alaskan Native

## Asian

- ☐ Asian Indian  
☐ Cambodian  
☐ Chinese  
☐ Filipino  
☐ Hmong  
☐ Japanese  
☐ Korean  
☐ Laotian  
☐ Vietnamese  
☐ Other Asian

## Native Hawaiian or Pacific Islander

- ☐ Guamanian  
☐ Hawaiian  
☐ Samoan  
☐ Tahitian  
☐ Other Pacific Islander

☐ White

**STEP 3**

What is the **secondary** race of the student?  
(Select one)

- ☐ African American or Black  
☐ American Indian or Alaskan Native

## Asian

- ☐ Asian Indian  
☐ Cambodian  
☐ Chinese  
☐ Filipino  
☐ Hmong  
☐ Japanese  
☐ Korean  
☐ Laotian  
☐ Vietnamese  
☐ Other Asian

## Native Hawaiian or Pacific Islander

- ☐ Guamanian  
☐ Hawaiian  
☐ Samoan  
☐ Tahitian  
☐ Other Pacific Islander

☐ White

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)



25a. Does this applicant have a brother/sister who is living at the same address and who is already attending and will be attending your first choice school in 2019-2020? Yes ☐ No ☐  
If yes, write the name of sibling below:

LASTFIRSTM.I.

/

/

GRADEMMDDYYYY

25b. Does this child have a **twin brother or sister**? Yes ☐ No ☐  
If yes, write the name of the sibling:

26. Is the child Hispanic or Latino? (Select one) Yes ☐ No ☐

27a. What is the race of this child? (You must check at least one box from this list)

Pacific Islander		Asian		Other Groups	
<input type="checkbox"/>	Samoaan	<input type="checkbox"/>	Asian Indian	<input type="checkbox"/>	American Indian or Alaskan
<input type="checkbox"/>	Tongan	<input type="checkbox"/>	Cambodian	<input type="checkbox"/>	Black or African-American
<input type="checkbox"/>	Hawaiian	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	White
<input type="checkbox"/>	Tahitian	<input type="checkbox"/>	Filipino	<input type="checkbox"/>	DECLINED TO STATE
<input type="checkbox"/>	Guamanian	<input type="checkbox"/>	Hmong	<input type="checkbox"/>	
<input type="checkbox"/>	Other Pacific Islander	<input type="checkbox"/>	Japanese	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	Korean	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	Laotian	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	Vietnamese	<input type="checkbox"/>	

27b. Choose additional race codes as appropriate:

<input type="checkbox"/>	Tongan	<input type="checkbox"/>	Other Persian	<input type="checkbox"/>	Kachin	<input type="checkbox"/>	African Immigrant	<input type="checkbox"/>	Zapotec
<input type="checkbox"/>	Yemeni	<input type="checkbox"/>	Iraqi	<input type="checkbox"/>	Burmese (Myanmar)	<input type="checkbox"/>	Acateco	<input type="checkbox"/>	Q'anjob'al
<input type="checkbox"/>	Syrian	<input type="checkbox"/>	Mien	<input type="checkbox"/>	Chin	<input type="checkbox"/>	Mam	<input type="checkbox"/>	Additional Race?
<input type="checkbox"/>	Afghan	<input type="checkbox"/>	Karen	<input type="checkbox"/>	Mongolian	<input type="checkbox"/>	K'iche	<input type="checkbox"/>	
<input type="checkbox"/>	Other Arab	<input type="checkbox"/>	Karenni	<input type="checkbox"/>	Nepali	<input type="checkbox"/>	Mixtec	<input type="checkbox"/>	

28. Child's Birthplace

CityStateCountry

29. IF THE CHILD WAS BORN OUTSIDE OF THE U.S: Answer 29b and 29c.

29b. Child's entry date to USA 

/

/

 29c. Child's entry date to first US school 

/

/

MMDDYYYYMMDDYYYY

31. Home Language Survey

a) Which language did your child learn when he/she first began to talk?

b) What language does your child most frequently use at home?

c) What language do you use most frequently to speak to your child?

d) What language is most often used by the adults at home?

31a. I am applying for one or more of the following school / grade combinations and I request that my child be assessed for Spanish-language fluency: Yes ☐ No ☐  
-Manzanita SEED: TK or Kindergarten  
-Melrose Leadership Academy: TK or Kindergarten  
-Oakland School of Language: 6th Grade

32. SCHOOL SELECTIONS – IN ORDER OF PREFERENCE, Select six choices for grades TK - 12.

Name of School		Name of School	
1		4	
2		5	
3		6	

33. SIGN AND DATE APPLICATION (UNSIGNED APPLICATIONS CANNOT BE PROCESSED):

I, (print name) , certify under penalty of perjury that the information I have provided in this application is true to the best of my knowledge. I have read and understood the instructions and agreements of this application. I understand that providing false information will render my application null and may result in my child being removed from a school even if s/he has already been assigned. I also understand that this is only an application and that my child may or may not be assigned to one of my selected schools. I understand that I will be notified of my child's school assignment via text or email, and will then need to accept the offer and register my child at his or her offered school in order to complete the enrollment process.

Parent/Guardian Signature

/

/

Today's Date (mm/dd/yy)

OUSD.SAC.OPT.APP.LATE





# STUDENT REGISTRATION FORM

For Office Use Only  
Student ID #

**\*\*STUDENTS WHO ARE NEW TO SCUSD\*\***

## SECTION A: DEMOGRAPHIC INFORMATION

STUDENT LEGAL LAST NAME	LEGAL FIRST NAME	LEGAL MIDDLE NAME	GENDER	Incoming Grade
			<input type="checkbox"/> Male <input type="checkbox"/> Female	
Nickname:		Preferred Gender Pronoun:		
LEGAL NAME OF PERSON REGISTERING STUDENT:			RELATIONSHIP TO STUDENT:	

IS YOUR CHILD Hispanic or Latino?

☐ Yes

☐ No

WHAT IS YOUR CHILD'S RACE? (Check all that apply; mark "P" next to your child's primary race.)

☐ American Indian or Alaskan Native

☐ Filipino/Filipino American

☐ Korean

☐ Samoan

☐ African American or Black

☐ Guamanian

☐ Laotian

☐ Tahitian

☐ Asian Indian

☐ Hawaiian

☐ Other Asian

☐ Vietnamese

☐ Cambodian

☐ Hmong

☐ Other Pacific Islander

☐ White

☐ Chinese

☐ Japanese

Date of Birth

Month: \_\_\_\_\_

Day: \_\_\_\_\_

Year: \_\_\_\_\_

(Verification: ☐ Birth Certificate ☐ Other: \_\_\_\_\_)

Place of Birth

City: \_\_\_\_\_

State: \_\_\_\_\_

Country: \_\_\_\_\_

Date student first attended school in California?

Month: \_\_\_\_\_

Day: \_\_\_\_\_

Year: \_\_\_\_\_

Date student first attended school in the United States?

Month: \_\_\_\_\_

Day: \_\_\_\_\_

Year: \_\_\_\_\_

**PARENT EDUCATION:** Check the box that best describes the highest education level of *either* parent/guardian.

☐ Not a High School Graduate

☐ High School Graduate

☐ Some College (includes AA degrees)

☐ College Graduate

☐ Graduate Degree or Higher

**PRESCHOOL:** Did your child attend a preschool program? ☐ No ☐ Yes (if yes fill in the information below):

Name of preschool \_\_\_\_\_

City/State \_\_\_\_\_

Number of years attended \_\_\_\_\_

**HAS YOUR CHILD EVER BEEN EXPELLED?**

☐ No

☐ Yes

(Name of school and district: \_\_\_\_\_)

## TRANSPORTATION AND RELATED INFORMATION

Check the boxes below if your child rides the bus.

☐ To School

☐ From School

Bus # \_\_\_\_\_

Daycare Provider: \_\_\_\_\_

Phone #1: \_\_\_\_\_

Phone #2: \_\_\_\_\_

**NON-HOUSEHOLD EMERGENCY CONTACTS:** *Authorized to pick up and care for the student with written or verbal permission*

Legal Name:

Relationship to student:

Primary Phone Number:

Legal Name:

Relationship to student:

Primary Phone Number:

Legal Name:

Relationship to student:

Primary Phone Number:

**PLEASE READ:** California Education Code 49408 states that school districts can require that emergency information be kept current. Parent/guardian is responsible for notifying the school, in writing, of telephone or address changes with three (3) days of occurrence. If the school is unable to reach anyone on this form in an emergency or if a student is left unattended during non-school hours, the school will contact law enforcement or Child Protective Services.

Parent/Guardian Initials: X \_\_\_\_\_



## Student Registration Form, Page 2

**STUDENT NAME** \_\_\_\_\_ **STUDENT ID#** \_\_\_\_\_  
Last First Middle

Are there any Court Orders involved in the custody of this student? ☐ Yes ☐ No

Student is enrolling with permit ☐ Yes ☐ No Please specify type \_\_\_\_\_

Has Student ever been enrolled in one of these special programs?

☐ Special Ed. ☐ Resource ☐ GATE ☐ Honor ☐ Other (please explain) \_\_\_\_\_

Does Student have a current IEP? ☐ Yes ☐ No 504 Plan? ☐ Yes ☐ No

Has Student ever been: Expelled? School \_\_\_\_\_ Year \_\_\_\_\_ Violation \_\_\_\_\_  
Suspended? School \_\_\_\_\_ Year \_\_\_\_\_ Violation \_\_\_\_\_

### SCHOOLS ATTENDED:

Name of last school student attended \_\_\_\_\_

Address \_\_\_\_\_ Phone # \_\_\_\_\_  
Number Street, Ave., Lane, etc. City Zip Code

First enrollment in a California School: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

First enrollment in a U. S. School: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

#### STATE TESTING DATA SURVEY

##### CHECK THE HIGHEST EDUCATIONAL LEVEL OF EITHER PARENT:

- ☐ Not a high school graduate
- ☐ High School Graduate
- ☐ Some College/includes AA Degree
- ☐ College Graduate
- ☐ Graduate School beyond a Bachelor's Degree
- ☐ Declined to state or unknown

##### Part A. Is this student Hispanic or Latino? (Select only one)

- ☐ No, not Hispanic or Latino
- ☐ Yes, Hispanic or Latino

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you consider the student's race to be.

##### Part B. What is this student's race? (Select one or more)

- ☐ American Indian or Alaska Native (100)

##### Asian

- ☐ Chinese (201)
- ☐ Japanese (202)
- ☐ Korean (203)
- ☐ Vietnamese (204)
- ☐ Asian Indian (205)
- ☐ Laotian (206)
- ☐ Cambodian (207)
- ☐ Filipino (400)
- ☐ Hmong (208)
- ☐ Other Asian (299)

##### Native Hawaiian or Other Pacific Islander

- ☐ Hawaiian (301)
- ☐ Guamanian (302)
- ☐ Samoan (303)
- ☐ Tahitian (304)
- ☐ Other Pacific Islander (399)

- ☐ Black or African American (600)

- ☐ White (700)

In case of serious accident or illness to your child at school and we are unable to contact you or the person you named as emergency contact, you understand and grant permission for us to have your child taken to a hospital. (If you wish other arrangements, they need to be made at the time of enrollment.)

\_\_\_\_\_  
SIGNATURE OF PARENT OR LEGAL GUARDIAN

**SAN DIEGO UNIFIED SCHOOL DISTRICT  
2019-20 PreK-Grade 12 ENROLLMENT FORM**



Complete Sections I-III and sign page 2. Section IV must be completed by office staff. Please print legibly using black or blue ink.  
For full directions, please refer to *Directions for Completing the PreK-12 Enrollment Form* available at <https://www.sandiegounified.org/enrollment-form>

<b>OFFICE ONLY 1. Student District ID:</b>		<b>OFFICE ONLY 2. Student State ID (SSID):</b>	
<b>I. STUDENT INFORMATION</b>			
3. Last name (LEGAL NAME ONLY)		First	Middle
		Suffix (Jr, II, III)	
4. First Name on teacher rosters:	5. Former legal name(s) (optional):	6. Birthdate: / /	7. Gender <input type="checkbox"/> Female <input type="checkbox"/> Male
8. Is student Hispanic or Latino/a?  <input type="checkbox"/> Yes <input type="checkbox"/> No	9. Race: (check all boxes that apply) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> American Indian or Alaskan Native  <input type="checkbox"/> Black or African American  <input type="checkbox"/> Filipino  <input type="checkbox"/> White </div> <div> <i>Asian/ Indochinese</i>  <input type="checkbox"/> Asian Indian <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese  <input type="checkbox"/> Hmong <input type="checkbox"/> Japanese <input type="checkbox"/> Korean  <input type="checkbox"/> Laotian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other Asian </div> <div> <i>Pacific Islander</i>  <input type="checkbox"/> Guamanian <input type="checkbox"/> Hawaiian  <input type="checkbox"/> Samoan <input type="checkbox"/> Tahitian  <input type="checkbox"/> Other Pacific Islander </div> </div>		
10. Release of Information: Directory-type information may be shared with individuals and organizations authorized to receive this type of information unless it is prohibited by the parent/guardian. See the district's <a href="#">Facts for Parents</a> for the individuals and organizations, and the student information that may be released. If you do not want the information shared, you must select "Opt Out." <input type="checkbox"/> Opt Out		11. Student email address (optional):	
12. Household address:		City, State:	ZIP Code:
13. Home phone: ( )	14. Mailing address (if different from household):		City, State: ZIP Code:
15. City, State, Country of birth:		16. First enrolled in a CA school (TK-12): Date: / /	17. First enrolled in a US school (TK-12): Date: / /
18. Current Caregiver (check one): <input type="checkbox"/> Parent/legal guardian <input type="checkbox"/> Other adult (not legal guardian, requires Caregiver Affidavit)			
19a. Foster Living Situation: Check one if applicable: <input type="checkbox"/> Family Home (FFH) <input type="checkbox"/> Group Home (FGH) (FFA) <input type="checkbox"/> Formal Kinship Care (including NREFM)		19b. Homeless Living Situation (temporary residence due to financial hardship): Check all that apply: <input type="checkbox"/> Living with someone/Doubling up <input type="checkbox"/> Unaccompanied Youth <input type="checkbox"/> Hotel/motel <input type="checkbox"/> Sheltered <input type="checkbox"/> Unsheltered <input type="checkbox"/> Runaway Youth	
20. Other Living Situation: <input type="checkbox"/> International Exchange <input type="checkbox"/> Residential facility <input type="checkbox"/> Hospital (not state hospital) <input type="checkbox"/>			
21. Complete and include all minors under 18 years of age who live in the same household (siblings and non-siblings), even if not enrolled in San Diego Unified. If additional space is needed, use "Notes" in Section IV on back of form.			
Full Name:	Birthdate:	School name:	Relationship to student:
Full Name:	Birthdate:	School name:	Relationship to student:
Full Name:	Birthdate:	School name:	Relationship to student:
<b>II. CONTACT INFORMATION</b> Provide at least three contacts—if additional space is needed use "Notes" in Section IV on back of form.			
<b>22. Parent/Guardian/Contact</b>		<b>23. Parent/Guardian/Contact</b>	
Full name		Full name:	
Relationship to student		Relationship to student:	
Lives with student? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, provide address here: _____ _____		Lives with student? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, provide address here: _____ _____	
Home phone ( )		Home phone ( )	
Work phone ( )		Work phone ( )	
Cell phone ( )		Cell Phone ( )	
Email address		Email address:	
Employer		<input type="checkbox"/> Interpreter required <input type="checkbox"/> OK to release student	
Military (check all that apply) <input type="checkbox"/> Active Duty <input type="checkbox"/> DOD Employee <input type="checkbox"/> Reserves National Guard <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time		Full name: Relationship to student: Home phone ( ) Work phone ( ) Cell phone ( ) Email address: <input type="checkbox"/> Interpreter required <input type="checkbox"/> OK to release student	
Primary language			
Education level (select one) <input type="checkbox"/> Not a High School Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Some College/AA Degree <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School/Post-Graduate <input type="checkbox"/> Decline to state		<input type="checkbox"/> Not a High School Graduate <input type="checkbox"/> High School Graduate <input type="checkbox"/> Some College/AA Degree <input type="checkbox"/> College Graduate <input type="checkbox"/> Graduate School/Post-Graduate <input type="checkbox"/> Decline to state	
Additional information Report card & Progress report provided <input type="checkbox"/> Interpreter required <input type="checkbox"/> Access to student info online		<input type="checkbox"/> Report card <input type="checkbox"/> Progress report <input type="checkbox"/> Interpreter required <input type="checkbox"/> Access to student info online	

**SIGNATURE REQUIRED ON REVERSE**

OFFICE ONLY Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Room #: \_\_\_\_\_

# Application Form - School Year 2019-2020

Educational Placement Center  
555 Franklin Street, Room 100  
San Francisco, CA 94102 415.241.6085  
enrollschool@sfusd.edu

**SFUSD**  
SAN FRANCISCO  
PUBLIC SCHOOLS



## 1 Student Information

STUDENT	Last Name		First Name		Middle Name		Suffix	Grade	Gender
	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Non-binary
	Birth Date		Birth City		Birth State		Birth Country		US entry date (If born outside US)
	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Current or Last Attended School		City of Last School		State of Last School		US School Entry Date		High School Applicants only Do you want SFUSD to release your child's name, address, and telephone number to military recruiters? <input type="radio"/> Yes <input type="radio"/> No	
<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>			
(If born outside US) Student has not been attending school in the US for more than three full (cumulative) academic years <input type="radio"/> True <input type="radio"/> False									

## Home Language Survey

Whenever the Home Language Survey indicates a language other than English, students are assessed and may be entitled to additional services. The results help parents identify appropriate pathway placement for their child.

- What language did your child first learn when she/he began to talk?
- What language does your child use most frequently at home?
- What language do you use most frequently to speak to your child?
- What language do the adults use most frequently at home?

## SFUSD Communication Preferences

- Written language preference:
- Oral language preference:

I have indicated a language other than English on the home language survey and have received a copy of the English Learner Program Guide (available at the EPC) to learn more about available services. ☐ Yes

## Special Education

- Is the student currently receiving special education services? ☐ Yes ☐ No
- Does the student have health conditions requiring school day support? ☐ Yes ☐ No

If your child has an IEP/504 Plan, please attach it with your application.

## Racial/Ethnic Identification\*

Ethnicity - Is the student Hispanic or Latino? ☐ Yes ☐ No

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race(s) to be with an "x."

\* Used for state & federal reporting purposes; it will not affect placement decisions.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Asian Indian  | <input type="checkbox"/> Black or African American |
| <input type="checkbox"/> Cambodian                        | <input type="checkbox"/> Chinese       | <input type="checkbox"/> Filipino                  |
| <input type="checkbox"/> Guamanian                        | <input type="checkbox"/> Hawaiian      | <input type="checkbox"/> Hmong                     |
| <input type="checkbox"/> Japanese                         | <input type="checkbox"/> Korean        | <input type="checkbox"/> Laotian                   |
| <input type="checkbox"/> Middle Eastern/Arabic            | <input type="checkbox"/> Other Asian   | <input type="checkbox"/> Other Pacific Islander    |
| <input type="checkbox"/> Samoan                           | <input type="checkbox"/> Tahitian      | <input type="checkbox"/> Vietnamese                |
| <input type="checkbox"/> White                            | <input type="checkbox"/> Not Specified |  |

## 2 Parent/Guardian Information

PARENT / GUARDIAN 1	Last Name		First Name		Middle Name		Child resides with Parent/Guardian 1? <input type="radio"/> Yes <input type="radio"/> No Education Level* <input type="radio"/> Some High School <input type="radio"/> High School Graduate <input type="radio"/> Some College <input type="radio"/> College Graduate <input type="radio"/> Graduate School <small>* Used for state &amp; federal reporting purposes; it will not affect placement decisions.</small>
	<input type="text"/>		<input type="text"/>		<input type="text"/>		
	Address		City		Zip Code		
	<input type="text"/>		<input type="text"/>		<input type="text"/>		
PARENT / GUARDIAN 2	Last Name		First Name		Middle Name		Child resides with Parent/Guardian 2? <input type="radio"/> Yes <input type="radio"/> No Education Level* <input type="radio"/> Some High School <input type="radio"/> High School Graduate <input type="radio"/> Some College <input type="radio"/> College Graduate <input type="radio"/> Graduate School <small>* Used for state &amp; federal reporting purposes; it will not affect placement decisions.</small>
	<input type="text"/>		<input type="text"/>		<input type="text"/>		
	Address		City		Zip Code		
	<input type="text"/>		<input type="text"/>		<input type="text"/>		

## 3 School Requests

Fill in the school number, school name, and pathway for each of your school choices. List as many schools as you like, and list them in order of preference using the school list attached on the front cover. **You are not limited to 15 schools!** If you wish to list additional choices, please attach your expanded list indicating as many schools as you wish in numbered order. **Attention: Placement into a requested school will replace your current assignment (if applicable).**

Sch#	School Name	Pathway	Sch#	School Name	Pathway	Sch#	School Name	Pathway
1			6			11		
2			7			12		
3			8			13		
4			9			14		
5			10			15		

SIBLING	Do you wish to have your twins, triplets or multiples placed in the same school? <input type="radio"/> Yes <input type="radio"/> No or N/A		
	Does an older sibling living at the same address attends and will be attending one of your choice schools? <input type="radio"/> Yes <input type="radio"/> No		
	Last Name: <input type="text"/> First Name: <input type="text"/> Date of Birth: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		
	School: <input type="text"/> Grade (2019-20): <input type="text"/> Student ID: <input type="text"/>		

**Guidelines for Non-Request Assignments:** I have read the guidelines for making non-choice assignment offers on page 2 of this application form, and if I do not get assigned to any of my choices I would prefer the closest school with openings in a requested language or newcomer pathway over general education. ☐ Yes ☐ No

I (print name) \_\_\_\_\_, swear under penalty of perjury that the information I have provided in this application is true. I understand that I am required to notify the District of any subsequent change of address within 14 calendar days of the move. I understand that applications which are found to have a fraudulent address or other false information will be immediately cancelled and any resulting assignment retracted. A notation of any falsified information may be included in the student's permanent record file. I understand that if the District must hire an investigator or expend other resources in order to scrutinize my residency claim further, the District will charge me for these expenses if it ultimately determines my claim is false. I understand that the District also reserves the right to seek additional civil and/or criminal legal remedies against families that submit fraudulent information.

Parent/Guardian Signature \_\_\_\_\_ Date

Official use only							
Submitted at/taken by	Date	Proof of Address	Proof of Birth	Appointment L/A	Student ID	Entered by	Date

WHITE AND YELLOW: EPC attach (1) Picture ID (1) Proof of address and (1) Proof of birth GOLDEN ROD: Parent takes to new school of assignment PINK: Parent Copy

STUDENT'S LEGAL INFORMATION:	
Last Name: _____ First Name: _____ Middle Name: _____	
<input type="checkbox"/> Male <input type="checkbox"/> Female    Birth Date: _____ City of Birth: _____ State: _____ Birth Country: _____	
If born outside the U.S, date entered U.S:    Month _____ Date _____ Year _____	
Is there an active <b>Court Order</b> , which <b>affects this student</b> ? <input type="checkbox"/> Yes <input type="checkbox"/> No    If yes, please provide document.	
Student Email: _____@_____ Cell Phone: _____	

STUDENT'S ETHNICITY/RACE: Please provide an answer for <u>both</u> Ethnicity and Race.	
<b>Ethnicity: Please check one (1)</b>  <b>Is this student Hispanic or Latino?</b>  <input type="checkbox"/> No, not Hispanic or Latino  <input type="checkbox"/> Yes, Hispanic or Latino	<b>Race: Please check up to five (5)</b>  <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> American Indian or Alaskan Native  <input type="checkbox"/> Asian Indian  <input type="checkbox"/> Black or African American  <input type="checkbox"/> Cambodian  <input type="checkbox"/> Chinese  <input type="checkbox"/> Filipino  <input type="checkbox"/> Guamanian  <input type="checkbox"/> Hawaiian  <input type="checkbox"/> Hmong             </div> <div style="width: 50%;"> <input type="checkbox"/> Japanese  <input type="checkbox"/> Korean  <input type="checkbox"/> Laotian  <input type="checkbox"/> Other Asian  <input type="checkbox"/> Other Pacific Islander  <input type="checkbox"/> Samoan  <input type="checkbox"/> Tahitian  <input type="checkbox"/> Vietnamese  <input type="checkbox"/> White             </div> </div>

PREVIOUS SCHOOL INFORMATION:	
School Name: _____ City: _____ State/Country: _____ Date Left: _____	
Grade: _____ Has this student ever been retained?    If yes, what grade? _____. Please provide document.	
Has this student attended a <b>Continuation/Alternative School</b> ? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Has the student listed above been <b>expelled</b> , being <b>considered</b> for <b>expulsion</b> or has been given a <b>suspended expulsion</b> from another school District? <b>If Yes</b> , Name of School: _____ City: _____	
When did this student first attend school in the United States?    Month _____ Year: _____	
What month and year did this student first attend California public School?    Month _____ Year: _____	

SPECIAL EDUCATION: <i>Has this student received special education services at the previous school?</i>	
<b>Please check</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Did you provide an Individualized Education Plan (IEP)?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Special Education:</b> <input type="checkbox"/> Resource (RSP) <input type="checkbox"/> Special Day Class (SDC) <input type="checkbox"/> Speech/Language	
<b>Is there a 504 Plan?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	

HOME LANGUAGE SURVEY: The California <i>Education Code</i> contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. <b>English proficiency will be assessed if the response to any of the first three questions are any language other than English.</b> This information is essential in order for the school to provide adequate instructional programs and services.	
As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction <b>before</b> your student's English proficiency is assessed.	
1. Which language did your child learn when he/she first began to talk? _____	
2. Which language does your child most frequently speak at home? _____	
3. Which language do you (the parents or guardians) most frequently use when speaking with the child? _____	
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____	
5. Which language does your child use at preschool or with any childcare provider? _____	
In what language do you wish to receive school information: (Check Box) <input type="checkbox"/> English <input type="checkbox"/> Spanish	

The following two questions are required by federal law

Is this student Hispanic or Latino?

- ☐ No, not Hispanic or Latino
- ☐ Yes, Hispanic or Latino
- ☐ Declined to state/Unknown

What is the race of this student? You may select up to five.

- ☐ American Indian or Alaskan Native
- ☐ Japanese
- ☐ Vietnamese
- ☐ Laotian
- ☐ Hmong
- ☐ Hawaiian
- ☐ Samoan
- ☐ Other Pacific Islander
- ☐ Black or African American
- ☐ Declined to state/Unknown
- ☐ Chinese
- ☐ Korean
- ☐ Asian Indian
- ☐ Cambodian
- ☐ Other Asian
- ☐ Guamanian
- ☐ Tahitian
- ☐ Filipino
- ☐ White

- b. If an involved party is in the armed forces, enter the branch of service and current military address. Enter additional addresses in the narrative.
- c. When entering the address, use the standard post office two-letter state/territory abbreviation listed in Annex D.

31. PHYSICAL DESCRIPTION. Enter the appropriate information in the “Sex, Hair, Eyes, Height, and Weight” boxes. In most cases, this information will be available on and should accurately reflect the information contained on the party's driver license or identification card. When the driver license or identification card is not available, complete the physical description with information that can be determined.

- a. If physical description cannot be determined, leave this field blank (i.e., hit and run).

32. BIRTH DATE. Record the numerical month, day, and four digit year the involved party was born. For example: 10/04/1962. If unable to determine the party's birth date, leave the box blank and note the party's approximate age in the narrative.

33. RACE. Indicate the party's appropriate racial designation abbreviation. Officers shall use observation and their best judgment only to determine the party's race. Officers are to mark one of the following categories:

- a. A - Asian
- b. B - Black
- c. H - Hispanic
- d. O - Other
- e. W - White

34. TELEPHONE NUMBERS. Enter the party's home, business and/or cellular telephone numbers, including area codes and extensions. When either of the telephone numbers is unknown, enter “UNK.” If the party has no telephone, enter “None.”

35. INSURANCE CARRIER. The purpose of this space is to include the insurance carrier name and policy number for the involved driver.

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### **7.010. Bail Statement**

If the offense is bailable, the magistrate must fix the amount of bail and endorse the following statement on the warrant for arrest.<sup>32</sup>

BAIL:

The defendant is to be admitted to bail in the sum of \_\_\_\_\_ dollars.

\_\_\_\_\_  
Judge

Note: The mandatory requirement that the above statement appear on the reverse of the court's copy disrupts the processing of Notice to Appear forms in those automated courts that use the space for cash register validations, automated traffic system notations, and notes of court proceedings. These courts use a separate form when issuing a warrant for arrest. For those reasons, the warrant for arrest statement is now discretionary.

### **7.020. Defendant's Race/Ethnicity**

- a) A specific data field for the defendant's "Race" or "Ethnicity" may be added to the Notice to Appear form. The data field should be located on the same line as other physical descriptors.
- b) The defendant's "Race" or "Ethnicity" may be indicated in the "Other Description" data field.
- c) If the defendant's "Race" or "Ethnicity" is to be indicated, the Judicial Council recommends the use of a single alpha character. Reference: California Department of Justice's Arrest and Disposition Instruction Manual.

### **7.030. Defendant's Thumbprint**

- a) The defendant's thumbprint may be placed on the Notice to Appear in situations in which there is a question in the citing officer's mind as to the true identity of the defendant. The court will then have the option of comparing thumbprints in those cases where the defendant alleges that another person has committed the cited offense.<sup>33</sup>
- b) The Judicial Council recommends that the thumbprint on form TR-120 or TR-130 be placed in a one-inch square area located on the reverse of the court's copy in the lower left corner. For citations on forms TR-135 or TR-145, a digitized thumbprint or fingerprint may be printed on the defendant's paper copy of the citation and filed with the court as part of the notice to appear. If the defendant's thumbprint or fingerprint is captured electronically as a digital image, but not included as part of the notice to appear, the digital image may be retained by the arresting agency for use as provided in Penal Code sections 853.5 and 853.6 and Vehicle Code sections 40500 and 40504 and any other purposes permitted by law.

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<sup>32</sup>Per Pen. Code, § 815(a).

<sup>33</sup>Per Veh. Code, § 40500(a) and Pen. Code, § 853.6.

SPECIAL CONDITIONS		NUMBER INJURED	HIT & RUN FELONY	CITY		JUDICIAL DISTRICT	LOCAL REPORT NUMBER						
		NUMBER KILLED	HIT & RUN MISDEMEANOR	COUNTY		REPORTING DISTRICT	BEAT	DAY OF WEEK	TOW AWAY				
								<b>S M T W T F S</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO				
LOCATION	COLLISION OCCURRED ON					MO.	DAY	YEAR	TIME (2400)	NCIC #	OFFICER I.D.		
	MILEPOST INFORMATION (Click to line out) FEET/MILES OF					GPS COORDINATES LATITUDE LONGITUDE					PHOTOGRAPHS BY: <input type="checkbox"/> NONE		
	AT INTERSECTION WITH					STATE HWY REL.							
	OR: (Click to line out) FEET/MILES OF					<input type="checkbox"/> YES <input type="checkbox"/> NO							
PARTY 1	DRIVER'S LICENSE NUMBER					STATE	CLASS	AIR BAG	SAFETY EQUIP.	VEH. YEAR	MAKE/MODEL/COLOR	LICENSE NUMBER	STATE
	DRIVER NAME (FIRST, MIDDLE, LAST)					OWNER'S NAME <input type="checkbox"/> SAME AS DRIVER							
	STREET ADDRESS					OWNER'S ADDRESS <input type="checkbox"/> SAME AS DRIVER							
	CITY/STATE/ZIP					DISPOSITION OF VEHICLE ON ORDERS OF: <input type="checkbox"/> OFFICER <input type="checkbox"/> DRIVER <input type="checkbox"/> OTHER							
	SEX HAIR EYES HEIGHT WEIGHT Mo. BIRTHDATE Day Year RACE					PRIOR MECHANICAL DEFECTS: <input type="checkbox"/> NONE APPARENT <input type="checkbox"/> REFER TO NARRATIVE							
	HOME PHONE BUSINESS PHONE					VEHICLE IDENTIFICATION NUMBER:							
	INSURANCE CARRIER POLICY NUMBER					VEHICLE TYPE DESCRIBE VEHICLE DAMAGE SHADE IN DAMAGED AREA							
	DIR OF TRAVEL ON STREET OR HIGHWAY SPEED LIMIT					CA DOT CAL-T TCP/PSC MC/MX							
PARTY 2	DRIVER'S LICENSE NUMBER					STATE	CLASS	AIR BAG	SAFETY EQUIP.	VEH. YEAR	MAKE/MODEL/COLOR	LICENSE NUMBER	STATE
	DRIVER NAME (FIRST, MIDDLE, LAST)					OWNER'S NAME <input type="checkbox"/> SAME AS DRIVER							
	STREET ADDRESS					OWNER'S ADDRESS <input type="checkbox"/> SAME AS DRIVER							
	CITY/STATE/ZIP					DISPOSITION OF VEHICLE ON ORDERS OF: <input type="checkbox"/> OFFICER <input type="checkbox"/> DRIVER <input type="checkbox"/> OTHER							
	SEX HAIR EYES HEIGHT WEIGHT Mo. BIRTHDATE Day Year RACE					PRIOR MECHANICAL DEFECTS: <input type="checkbox"/> NONE APPARENT <input type="checkbox"/> REFER TO NARRATIVE							
	HOME PHONE BUSINESS PHONE					VEHICLE IDENTIFICATION NUMBER:							
	INSURANCE CARRIER POLICY NUMBER					VEHICLE TYPE DESCRIBE VEHICLE DAMAGE SHADE IN DAMAGED AREA							
	DIR OF TRAVEL ON STREET OR HIGHWAY SPEED LIMIT					CA DOT CAL-T TCP/PSC MC/MX							
PARTY 3	DRIVER'S LICENSE NUMBER					STATE	CLASS	AIR BAG	SAFETY EQUIP.	VEH. YEAR	MAKE/MODEL/COLOR	LICENSE NUMBER	STATE
	DRIVER NAME (FIRST, MIDDLE, LAST)					OWNER'S NAME <input type="checkbox"/> SAME AS DRIVER							
	STREET ADDRESS					OWNER'S ADDRESS <input type="checkbox"/> SAME AS DRIVER							
	CITY/STATE/ZIP					DISPOSITION OF VEHICLE ON ORDERS OF: <input type="checkbox"/> OFFICER <input type="checkbox"/> DRIVER <input type="checkbox"/> OTHER							
	SEX HAIR EYES HEIGHT WEIGHT Mo. BIRTHDATE Day Year RACE					PRIOR MECHANICAL DEFECTS: <input type="checkbox"/> NONE APPARENT <input type="checkbox"/> REFER TO NARRATIVE							
	HOME PHONE BUSINESS PHONE					VEHICLE IDENTIFICATION NUMBER:							
	INSURANCE CARRIER POLICY NUMBER					VEHICLE TYPE DESCRIBE VEHICLE DAMAGE SHADE IN DAMAGED AREA							
	DIR OF TRAVEL ON STREET OR HIGHWAY SPEED LIMIT					CA DOT CAL-T TCP/PSC MC/MX							
PREPARER'S NAME					DISPATCH NOTIFIED					REVIEWER'S NAME			
					<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A					DATE REVIEWED			



Los Angeles Police Department  
**SUSPICIOUS ACTIVITY REPORT**

Page \_\_\_\_\_ of \_\_\_\_\_

INC #		OR #								
CRIME RPT ASSOC WITH THIS SAR <input type="checkbox"/> YES <input type="checkbox"/> NO		LAST NAME, FIRST, MIDDLE (OR NAME OF BUSINESS)		SEX	DESC	DOB				
CRIME RPT DR #		ADDRESS		ZIP	PHONE	X <input type="checkbox"/>				
ARR RPT ASSOC WITH THIS SAR <input type="checkbox"/> YES <input type="checkbox"/> NO		R-		B- <input type="checkbox"/>						
ARR RPT DR #		E-MAIL ADDRESS		CELL PHONE						
PROP RPT ASSOC WITH THIS SAR <input type="checkbox"/> YES <input type="checkbox"/> NO		DR. LIC. NO. (IF NONE, OTHER ID & NO.)		FOREIGN LANGUAGE SPOKEN		OCCUPATION				
PROP RPT DR #		PREMISES (SPECIFIC TYPE)	LOCATION OF OCCURRENCE		SAME AS TAGRET'S <input type="checkbox"/> RES <input type="checkbox"/> BUS R.D.					
		DATE & TIME OF OCCURRENCE		DATE & TIME REPORTED TO P.D.						
TARGET'S VEH. (IF INVOLVED) YEAR, MAKE, MODEL, TYPE, COLOR, LIC. NO.				NOTIFICATION(S) (PERSON & DIVISION)						
<b>SUSPICIOUS ACTIVITY AND/OR BEHAVIOR</b> IF LONG FORM, LIST UNIQUE ACTIONS, IF SHORT FORM, DESCRIBE IP'S ACTIONS IN BRIEF PHRASES. DO NOT REPEAT ABOVE INFO BUT CLARIFY REPORT AS NECESSARY.										
<b>REPORTING EMPLOYEE(S)</b>	INITIALS, LAST NAME		SERIAL NO.	DIV./DETAIL	PERSON SIGNATURE	OR RECEIVED BY PHONE <input type="checkbox"/>				
					NOTE: IF SHORT FORM AND TARGET/PR ARE NOT THE SAME, ENTER PR INFORMATION IN INVOLVED PERSONS SECTION.					
<b>IP'S VEHICLE</b>	YEAR	MAKE	MODEL	TYPE	INTERIOR	EXTERIOR	BODY	WINDOWS		
					COLOR:	<input type="checkbox"/> 1 CUSTOM WHEEL <input type="checkbox"/> 2 PAINTED INSCRIPT <input type="checkbox"/> 3 LEVEL ALTERED <input type="checkbox"/> 4 RUST/PRIMER <input type="checkbox"/> 5 CUSTOM PAINT <input type="checkbox"/> 6 VINYL TOP	<input type="checkbox"/> 1 DAMAGE <input type="checkbox"/> 2 MODIFIED <input type="checkbox"/> 3 STICKER <input type="checkbox"/> 4 LEFT <input type="checkbox"/> 5 RIGHT <input type="checkbox"/> 6 FRONT <input type="checkbox"/> 7 REAR	<input type="checkbox"/> 1 DAMAGE <input type="checkbox"/> 2 CUSTOM <input type="checkbox"/> 3 CURTAINS <input type="checkbox"/> 4 LEFT <input type="checkbox"/> 5 RIGHT <input type="checkbox"/> 6 FRONT <input type="checkbox"/> 7 REAR		
COLOR(S):		VEH. LIC. NO.		STATE	<input type="checkbox"/> 1 BUCKET SEATS <input type="checkbox"/> 2 DAMAGED INSIDE					
<b>INVOLVED PERSON(S)</b>										
IP-1	SEX	DESC	HAIR	EYES	HEIGHT	WEIGHT	AGE	CLOTHING	NAME, ADDRESS, DOB, IF KNOWN	
	PERSONAL ODDITIES (UNUSUAL FEATURES, SCARS, TATOOS, ETC.)									
IP-2	SEX	DESC	HAIR	EYES	HEIGHT	WEIGHT	AGE	CLOTHING	NAME, ADDRESS, DOB, IF KNOWN	
	PERSONAL ODDITIES (UNUSUAL FEATURES, SCARS, TATOOS, ETC.)									
<b>WITNESSES</b>										
<b>W - WITNESS; R - PERSON RPTG.;</b>										
	NAME		SEX	DESC	DOB	ADDRESS		CITY	ZIP	PHONE
	DR. LIC. NO. (IF NONE, LIST OTHER ID & NO.)		FOREIGN LANGUAGE SPOKEN		B-					
					E-MAIL ADDRESS		CELL PHONE			
	NAME		SEX	DESC	DOB	ADDRESS		CITY	ZIP	PHONE
	DR. LIC. NO. (IF NONE, LIST OTHER ID & NO.)		FOREIGN LANGUAGE SPOKEN		B-					
					E-MAIL ADDRESS		CELL PHONE			
	NAME		SEX	DESC	DOB	ADDRESS		CITY	ZIP	PHONE
	DR. LIC. NO. (IF NONE, LIST OTHER ID & NO.)		FOREIGN LANGUAGE SPOKEN		B-					
					E-MAIL ADDRESS		CELL PHONE			
<b>APPROVAL AND REVIEW</b>	SUPERVISOR APPROVING		SERIAL NO.		DIVISION		DETECTIVE SUPERVISOR REVIEWING		SERIAL NO.	
	DATE & TIME REPRODUCED		CLERK		DIVISION				CATEGORY	

## CASE NUMBER: \_\_\_\_\_

CASE NUMBER: \_\_\_\_\_

[Print Form](#)

## DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

### I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

### II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

### III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

### IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

### IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

### V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** Within 36 hours of receipt of Form SS 8572, send white copy to police or sheriff's department, blue copy to county welfare or probation department, and green copy to district attorney's office.

#### ETHNICITY CODES

1 Asian Native	6 Caribbean	11 Guatemalan	16 Korean	21 Polynesian	27 White-American
2 American Indian	7 Central American	12 Hawaiian	17 Latinian	22 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Japanese	18 Mexican	23 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	24 Vietnamese	30 White-Middle Eastern
5 Canadian	10 Filipino	15 Japanese	20 Other Pacific Islander	25 White	31 White-Russian

CSF SS 8572



# SAN DIEGO POLICE DEPARTMENT

## FINANCIAL CRIME REPORT FORM



### Section #1

### GENERAL INFORMATION

SHADED AREAS FOR POLICE USE ONLY			INCIDENT NUMBER		CASE NUMBER	
Code Section and Description (One Incident Only)			1. Month	Day	Year	Day of Week Time
2. Location of Incident (or Address) City					Beat	District
3. Victim's Name (Last, First, Middle / or Business)			4. Residence Address City State Zip (If Business skip to #11)			
5. Residence Phone	See Race Code Legend on Top of Next Page	6. Race	7. Sex	8. Date of Birth	9. Drivers Lic #	9a. State
10. Employer (Rank if Military)	11. Business / Military Address City State Zip					
12. Business Phone	Additional Information					
13. Type of document (Check, Credit Card, Money Order, Credit Application)			14. Reason item was not honored:			
15. Was check post dated? <input type="radio"/> Yes <input type="radio"/> No	16. Any agreement to hold check or charge? <input type="radio"/> Yes <input type="radio"/> No		17. Has any payment been received from suspect? <input type="radio"/> Yes <input type="radio"/> No			
18. Amount of Loss?	19. Type of Property Obtained					

### Section #2

### DOCUMENT INFORMATION

1. Check number/or credit card transaction number:	2. Bank or Name of Firm Issuing Card:
3. Checking or Credit card account number:	

### Section #3

### ACCOUNT HOLDER'S INFORMATION

1. Account Holders Name:	2. Account Holders Address:
3. Account Holders Home Phone Number:	4. Account Holders Work Phone Number:
5. Was Account Holder Contacted by Victim? (If yes, please give details in comments/information section of this report): If Yes; Date: Time: By Whom:	

### Section #4

### CASH LOSS VICTIM

(Company or person who will suffer the money loss)

1. Cash Loss Victim's Point of Contact (Financial Institution and Businesses. List a PERSON we can call and talk with about this incident.):		
Name:	Title:	Phone number:

Reviewing Detective: \_\_\_\_\_ ID# \_\_\_\_\_

CONTINUED

RACE CODE LEGEND	A - OTHER ASIAN B - BLACK C - CHINESE	D - CAMBODIAN F - FILIPINO G - GUAMANIAN	H - HISPANIC I - INDIAN J - JAPANESE	K - KOREAN L - LAOTIAN O - OTHER	P - PACIFIC ISLANDER S - SAMOAN U - HAWAIIAN	V - VIETNAMESE W - WHITE Z - ASIAN INDIAN
------------------------	---	--	--	--	--	---

## Section #5

## SUSPECT INFORMATION

Suspect's Name (if known):	Race	Sex	Age	DOB	Ht	Wt	Build	Hair Color	Eye Color
Suspect's Address (if known):				Phone		ID Type		ID Number	
Additional Description: (i.e. Glasses, Tattoos, Teeth, Birthmarks, Scars, Jewelry, etc.)				Clothing Description					
Suspect's Vehicle Information: (i.e. Make, Model, Type, Style, Color, Distinguishable Characteristics)									

## Section #6

## ACCEPTOR INFORMATION

(Clerk, Teller, or Other person who handled transaction)

1. Name:			2. Home Address:			
3. Home Phone Number:	4. Work Phone Number:	5. Drivers License #	5a. State	6. Can Acceptor I.D. Suspect? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Possibly		
7. Indicate Parts of Document Completed in presence of Accepting Person <input type="checkbox"/> Unk <input type="checkbox"/> None <input type="checkbox"/> All <input type="checkbox"/> Endorsement <input type="checkbox"/> Maker's Signature						

## Section #7

## WITNESS WHO OBTAINED THUMBPRINT. THIS IS MANDATORY.

Name:	<input type="checkbox"/> Same as Acceptor in Section #6	Work Address:
Home Address:		Work Phone:
		Digit Obtained: Right Thumb <input type="checkbox"/>
Home Phone:		Other <input type="checkbox"/> Please Identify:

## Section #8

## MULTIPLE REPORTS

(List Additional Items Passed by the Same Suspect at the Same Location)

2	Indicate Parts of Document Completed in presence of Accepting Person: <input type="checkbox"/> Unk <input type="checkbox"/> None <input type="checkbox"/> All <input type="checkbox"/> Endorsement <input type="checkbox"/> Maker's Signature				Date / Time Occurred
	Person Accepting Document	DOB	Business Address of Person Accepting Zip		
	Resident Address of Person Accepting		Home Phone #	Business Phone #	Driver's Lic #
	Check or Transaction #	Type of Property Obtained	Amount of Loss?	Name Used by Suspect	Driver's Lic Used

3	Indicate Parts of Document Completed in presence of Accepting Person: <input type="checkbox"/> Unk <input type="checkbox"/> None <input type="checkbox"/> All <input type="checkbox"/> Endorsement <input type="checkbox"/> Maker's Signature				Date / Time Occurred
	Person Accepting Document	DOB	Business Address of Person Accepting Zip		
	Resident Address of Person Accepting		Home Phone #	Business Phone #	Driver's Lic #
	Check or Transaction #	Type of Property Obtained	Amount of Loss?	Name Used by Suspect	Driver's Lic Used

4	Indicate Parts of Document Completed in presence of Accepting Person: <input type="checkbox"/> Unk <input type="checkbox"/> None <input type="checkbox"/> All <input type="checkbox"/> Endorsement <input type="checkbox"/> Maker's Signature				Date / Time Occurred
	Person Accepting Document	DOB	Business Address of Person Accepting Zip		
	Resident Address of Person Accepting		Home Phone #	Business Phone #	Driver's Lic #
	Check or Transaction #	Type of Property Obtained	Amount of Loss?	Name Used by Suspect	Driver's Lic Used

**R 1611 INDICATING ETHNICITY:***Revised 05-10-13*

The following entries are used to designate ethnicity on reports:

<u>CODE</u>	<u>CODE</u>
B = African American	C = Chinese
F = Filipino	H = Hispanic/Latin American
I = Indian/Native American	J = Japanese
K = Korean	O = Other/Unclassified
P = Pacific Islander	S = Middle Eastern/East Indian
V = Vietnamese	W = European American
X = Unknown	

RACE CODE

H =	Hispanic/Latin American (includes Argentina, Puerto Rico, Columbia, San Salvador, Nicaragua, Mexico)
O =	Other (includes Eskimos)
P =	Pacific Islander (includes Guam, Hawaii, Samoa, Tonga, etc.)
S =	Middle Eastern/East Indian (includes Iran, Iraq, East India, Pakistan, etc.)
V =	Vietnamese (includes Cambodia, Laos, other Asian)

**R 1612 USE OF SOCIAL SECURITY NUMBER:**

Whenever a member of the Department asks an individual to disclose a social security account number, the individual as follows:

- That this disclosure is voluntary.
- That a refusal to disclose a social security number will not result in denial of any right, benefit or privilege provided to that citizen by law.
- That the social security account number may be used to verify the identity of the individual.
- That this data may be computerized in local, state and national files.

*Public Version**Security Procedures Redacted Pursuant to California Government Code Section 6254(f)**Page 671*



Sarah Gowing &lt;sngowing@gmail.com&gt;

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## Race / Demographic Data Collection

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**CDPH HIRS** <HIRS@cdph.ca.gov>  
To: Sarah Gowing <sgowing@mail.sfsu.edu>  
Cc: CDPH HIRS <HIRS@cdph.ca.gov>

Wed, Sep 18, 2019 at 9:11 AM

Good morning Sarah,

The race and Hispanic ethnicity of the parent giving birth (PGB) and the parent not giving birth (PNGB) are self-reported and collected by a birth clerk at some point during the hospital admission. In cases of an unattended home birth, the demographic information is also self-reported and provided directly to the local registration office. At the time of birth registration, the PGB and PNGB are able to report up to three racial groups, which are entered as free-text fields. Upon registration, these free-text fields are assigned a code based on a specified code list. Hispanic origin of PGB and PNGB is collected as a yes/no question. If the PGB/PNGB answers 'yes' then they are able to specify the ethnicity as a free text field. Type of Hispanic origin/ancestry is then assigned a code, based on the text field.

CDPH may report race/ethnicity in a variety of ways, but generally, we report a multi-race status of the PGB. The multi-race variable takes into consideration both the race fields and Hispanic origin. This variable contains a single race code, even in cases with multiple reported races. There are algorithms that are used to create the multi-race variable, which have changed over time.

Please let us know if you have additional questions.

Thank you,

**Amanda Jackson**

Staff Services Analyst

Public Health Policy and Research Branch

Center for Health Statistics and Informatics

California Department of Public Health

[Data Applications](#), [Data Request Guide](#), [CHSI Home](#), [LISTSERV](#)

Note: Currently, HIRS is receiving a large number of data requests. Due to staffing constraints and the large number of data requests, production of data files is taking longer than usual. Production will be assigned based on receipt of the completed application package. Thank you for your understanding.

To receive e-mail notifications when new data files become available, please subscribe to the Vital Records Data [LISTSERV](#).

## Step 2:

### Person 1 (continued)

**Federal income tax information** *If you don't file taxes, you can still qualify for free or low-cost insurance through Medi-Cal. We will keep your information private. We will use your information only to decide if you qualify for health insurance.*

Are you the primary tax filer (your name was first on the tax return)? ☐ Yes ☐ No

*Only one person on this application can be the primary tax filer.*

Are you going to file taxes for the **benefit** year?

☐ Yes ☐ No

**If yes**, how will you file?

☐ Head of household ☐ Single

☐ Married filing jointly ☐ Married filing separately

Does anyone claim you as a dependent on their taxes? ☐ Yes ☐ No

**If yes**, who?

☐ Person # \_\_\_\_\_ on this application

☐ This person is a parent without custody

☐ This person is a parent without custody who is not listed on this application

Do you have other health insurance or are you offered insurance through a job? ☐ Yes ☐ No

**If yes**, fill out Attachment B on pages 22 and 23.

Do you have a physical, mental, emotional, or developmental disability?

☐ Yes ☐ No *See FAQ #27 for more information on what it means to have a disability.*

Do you need help with long-term care or home

and community-based services? ☐ Yes ☐ No

Are you a U.S. citizen or U.S. national? ☐ Yes ☐ No

If you are **not** a U.S. citizen or U.S. national, answer these questions:

Do you have satisfactory immigration status? ☐ Yes **To see if you have satisfactory status**, go to Attachment E on page 27 for a list.

*Then write the document information here. In most cases your document ID number will be your Alien Registration Number.*

Document type: \_\_\_\_\_ ID number: \_\_\_\_\_

Country of issuance: \_\_\_\_\_ Expiration date: \_\_\_\_\_

Name as it appears on the document: \_\_\_\_\_

Have you lived in the U.S. since 1996?

☐ Yes ☐ No

Are you, your spouse, or an unmarried dependent child an honorably discharged

veteran or active-duty member of the U.S. armed forces? ☐ Yes ☐ No

Do you receive Medicare benefits?

☐ Yes ☐ No

Did you have a medical expense in the last 3 months that you need help paying for?

☐ Yes ☐ No

Do you live with any children under the age of 19? ☐ Yes ☐ No

**If yes**, do you take care of the child or children? ☐ Yes ☐ No

Are you 18 to 20 years old and a full-time student? ☐ Yes ☐ No

Are you 18 to 26 years old? ☐ Yes ☐ No **If yes**, were you in foster care in any state on your 18th birthday? ☐ Yes ☐ No

Are you 18 years old or younger? ☐ Yes ☐ No How many parents live with you? \_\_\_\_\_

Are you temporarily living out of state? ☐ Yes ☐ No

If you would like to choose a health insurance plan now, check here ☐ and fill out Attachment D on page 25.

**Tell us about your race** *This information is confidential and will only be used to make sure that everyone has the same access to health care. It will not be used to decide what health insurance you qualify for.*

What is your race? (optional; check all that apply)

☐ White

☐ Asian Indian

☐ Japanese

☐ Guamanian or

☐ Black or African  
American

☐ Cambodian

☐ Korean

☐ Chamorro

☐ American Indian  
or Alaska Native

☐ Chinese

☐ Laotian

☐ Samoan

☐ Filipino

☐ Vietnamese

☐ Other

☐ Hmong

☐ Native Hawaiian

Are you of Hispanic, Latino, or Spanish

origin? (optional) ☐ Yes ☐ No

**If yes**, check which ones:

☐ Mexican, Mexican American, Chicano

☐ Salvadoran ☐ Guatemalan

☐ Cuban ☐ Puerto Rican

☐ Other Hispanic, Latino, or Spanish  
origin: \_\_\_\_\_

★ ☐ Check here if you are an American Indian or Alaska Native, and fill out Attachment A on pages 20 and 21.

**Person 1 continued on next page** 

**¿Preguntas?**

Llame a Covered California al **1-800-300-1506** (TTY: 1-888-889-4500). La llamada es gratuita.  
Usted puede llamar de lunes a viernes de 8 a.m. a 8 p.m. y los sábados de 8 a.m. a 6 p.m.  
O visite **CoveredCA.com**.





**Race**

**Ethnicity**

✓ --None--

American Indian, Native American or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

Other

### Ethnicity

- ✓ --None--
- Hispanic or Latino
- Non-Hispanic or Latino

## INSTRUCTIONS:

All new/rehired employees are requested to voluntarily self-identify their race/ethnicity and gender in order to monitor and evaluate the provision of equal employment opportunity and non-discriminatory employment practices within the state civil service. Complete the form promptly and return it to your department's Personnel Office with your other hiring documents.

**Note:** If you choose not to identify, the department is required to visually identify under federal law.

Department \_\_\_\_\_ Employee's Name \_\_\_\_\_ Last 4 digits of SSN \_\_\_\_\_

Person ID Number (if applicable)

**GENDER:** ☐ Male ☐ Female

## RACE AND ETHNICITY

Please check *one box that best describes* your race or ethnicity.

☐ **BLACK or AFRICAN AMERICAN** (F)

☐ **AMERICAN INDIAN or ALASKA NATIVE** (H)

☐ **HISPANIC or LATINO** (alone or in combination with any other race) (D)

☐ **WHITE** (E)

☐ **MULTIPLE RACES**<sup>1</sup> (Non Hispanic or Latino) (X)

### ASIAN

☐ Multiple Asian<sup>2</sup> (S)

☐ Cambodian (U)

☐ Chinese (J)

☐ Filipino (G)

☐ Indian (M)

☐ Japanese (I)

☐ Korean (K)

☐ Laotian (V)

☐ Vietnamese (L)

☐ Other Asian (S)

### PACIFIC ISLANDER

☐ Multiple Pacific Islander<sup>3</sup> (T)

☐ Guamanian (R)

☐ Hawaiian (P)

☐ Samoan (Q)

☐ Other Pacific Islander (T)

☐ **I choose not to identify. I understand that I must be visually identified under Federal law.**

<sup>1</sup> If you identify with more than one race that is non Hispanic or Latino, select Multiple Races.

<sup>2</sup> If you identify with more than one Asian ethnicity, select Multiple Asian.

<sup>3</sup> If you identify with more than one Pacific Islander ethnicity, select Multiple Pacific Islander.

Employee Signature

Date

## Privacy Notice on Information Collection

The California Department of Human Resources (CalHR) is committed to maintaining the privacy of your personal information. All information we collect is governed by the State of California Information Practices Act of 1977 (Civ. Code, §§ 1798-1798.78), Government Code section 11015.5, Government Code section 11019.9, and the California Public Records Act (Gov. Code, §§ 6250-6270.5).

## Section D-EMPLOYMENT DATA

Employment at this establishment - Report all permanent full- and part-time employees including apprentices and on-the-job trainees unless specifically excluded as set forth in the instructions. Enter the appropriate figures on all lines and in all columns. Blank spaces will be considered as zeros.

Job Categories	Number of Employees (Report employees in only one category)																Total Col A - N
	Race/Ethnicity																
	Hispanic or Latino				Not-Hispanic or Latino								Female				
	Male				Male				Male				Female				
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O		
Executive/Senior Level Officials and Managers	1.1																
First/Mid-Level Officials and Managers	1.2																
Professionals	2																
Technicians	3																
Sales Workers	4																
Administrative Support Workers	5																
Craft Workers	6																
Operatives	7																
Laborers and Helpers	8																
Service Workers	9																
TOTAL	10																
PREVIOUS YEAR TOTAL	11																

1. Date(s) of payroll period used: \_\_\_\_\_ (Omit on the Consolidated Report.)

## Section E - ESTABLISHMENT INFORMATION (Omit on the Consolidated Report.)

1. What is the major activity of this establishment? (Be specific, i.e., manufacturing steel castings, retail grocer, wholesale plumbing supplies, title insurance, etc. Include the specific type of product or type of service provided, as well as the principal business or industrial activity.)

## Section F - REMARKS

Use this item to give any identification data appearing on the last EEO-1 report which differs from that given above, explain major changes in composition of reporting units and other pertinent information.

## Section G - CERTIFICATION

- Check 1 ☐ All reports are accurate and were prepared in accordance with the instructions. (Check on Consolidated Report only.)  
 2 ☐ This report is accurate and was prepared in accordance with the instructions.

Name of Certifying Official	Title	Signature	Date
Name of person to contact regarding this report	Title	Address (Number and Street)	
City and State	Zip Code	Telephone No. (including Area Code and Extension)	Email Address

All reports and information obtained from individual reports will be kept confidential as required by Section 709(e) of Title VII. WILLFULLY FALSE STATEMENTS ON THIS REPORT ARE PUNISHABLE BY LAW, U.S. CODE, TITLE 18, SECTION 1001

## **Data Presentation**

### **Education**

- California State University System
- University of California System
- Fresno Unified School District
- Los Angeles Unified School District
- Oakland Unified School District
- Sacramento Unified School District
- San Bernardino Unified School District
- San Diego Unified School District
- San Francisco Unified School District
- San José Unified School District
- Santa Barbara Unified School District

### **Legal and Criminal Justice**

- California Department of Justice “Crime in California” Report
- California Department of Justice “Hate Crime in California” Report
- California Department of Justice “Homicide in California” Report
- California Department of Justice “Juvenile Justice in California” Report
- California Department of Justice “Use of Force” Report

### **Health**

- California Department of Health Care Services “Health Disparities Report”
- Office of Statewide Health Planning and Development “Hospital Discharge Summary Report”
- Ambulatory Surgery Statistics Report
- California State Hospital Patients
- Department of Health Care Services “Medi-Cal Report”

### **Business**

- California Department of Human Services “Annual Census of Employees in State Civil Service Report to the Governor and Legislature”
- California Department of Fair Employment and Housing “Annual Report”
- Apple “Employee Diversity Report”
- Facebook “Employee Diversity Report”
- Google “Employee Diversity Report”

Table 1  
 CSU Systemwide Enrollment by Ethnic Group, Number  
 and Percent of Total, from Fall 2009

	-----Undergraduate Enrollment-----						Postbacca- laureate		Graduate		Total	
	Lower Division		Upper Division		Total		N	P	N	P	N	P
	N	P	N	P	N	P						
African American												
2009	8,469	6.6	12,328	5.3	20,797	5.8	827	4.5	2,990	5.5	24,614	5.7
2010	7,073	5.8	11,132	4.9	18,205	5.2	538	3.7	2,587	5.2	21,330	5.2
2011	7,104	5.5	11,595	4.9	18,699	5.1	454	3.5	2,309	5.0	21,462	5.0
2012	6,946	5.2	11,393	4.6	18,339	4.8	410	3.6	2,153	4.8	20,902	4.8
2013	6,970	4.9	11,141	4.5	18,111	4.6	363	3.4	2,025	4.6	20,499	4.6
2014	6,733	4.5	10,987	4.3	17,720	4.4	361	3.2	1,936	4.3	20,017	4.3
2015	6,755	4.4	11,060	4.2	17,815	4.3	373	3.2	1,968	4.4	20,156	4.2
2016	6,709	4.5	11,054	4.0	17,763	4.2	376	3.1	1,870	4.3	20,009	4.2
2017	6,506	4.3	11,101	4.0	17,607	4.1	383	3.0	1,820	4.3	19,810	4.1
2018	6,439	4.3	10,722	3.8	17,161	4.0	354	3.0	1,786	4.4	19,301	4.0
American Indian												
2009	581	0.5	1,414	0.6	1,995	0.6	100	0.5	278	0.5	2,373	0.5
2010	412	0.3	1,260	0.6	1,672	0.5	87	0.6	246	0.5	2,005	0.5
2011	339	0.3	1,182	0.5	1,521	0.4	67	0.5	233	0.5	1,821	0.4
2012	322	0.2	1,063	0.4	1,385	0.4	39	0.3	216	0.5	1,640	0.4
2013	325	0.2	933	0.4	1,258	0.3	43	0.4	180	0.4	1,481	0.3
2014	342	0.2	887	0.3	1,229	0.3	44	0.4	169	0.4	1,442	0.3
2015	337	0.2	717	0.3	1,054	0.3	26	0.2	121	0.3	1,201	0.3
2016	339	0.2	692	0.3	1,031	0.2	39	0.3	114	0.3	1,184	0.2
2017	344	0.2	695	0.2	1,039	0.2	46	0.4	103	0.2	1,188	0.2
2018	292	0.2	647	0.2	939	0.2	37	0.3	88	0.2	1,064	0.2
Asian Only												
2009	15,212	11.8	30,453	13.1	45,665	12.7	1,928	10.4	5,852	10.8	53,445	12.3
2010	14,220	11.6	29,166	12.9	43,386	12.5	1,427	9.9	5,373	10.8	50,186	12.2
2011	15,690	12.1	30,431	12.8	46,121	12.6	1,212	9.4	5,144	11.0	52,477	12.3
2012	16,635	12.5	31,448	12.8	48,083	12.7	983	8.6	5,030	11.1	54,096	12.4
2013	17,382	12.2	32,328	13.0	49,710	12.7	997	9.2	4,739	10.7	55,446	12.4
2014	18,020	12.1	32,761	12.9	50,781	12.6	993	8.9	4,453	9.9	56,227	12.2
2015	17,897	11.7	34,293	12.9	52,190	12.5	1,074	9.2	4,264	9.6	57,528	12.1
2016	16,595	11.1	34,755	12.7	51,350	12.1	1,141	9.3	4,271	9.9	56,762	11.9
2017	15,974	10.7	34,629	12.4	50,603	11.8	1,148	9.1	4,380	10.4	56,131	11.6
2018	16,405	11.0	33,495	12.0	49,900	11.6	1,113	9.3	4,388	10.7	55,401	11.5

Table 1  
 CSU Systemwide Enrollment by Ethnic Group, Number  
 and Percent of Total, from Fall 2009

	-----Undergraduate Enrollment-----						Postbacca- laureate		Graduate		Total	
	Lower Division		Upper Division		Total		N	P	N	P	N	P
	N	P	N	P	N	P						
Filipino												
2009	6,050	4.7	9,710	4.2	15,760	4.4	414	2.2	1,257	2.3	17,431	4.0
2010	5,650	4.6	9,237	4.1	14,887	4.3	325	2.3	1,184	2.4	16,396	4.0
2011	6,093	4.7	9,927	4.2	16,020	4.4	333	2.6	1,083	2.3	17,436	4.1
2012	6,168	4.6	10,413	4.2	16,581	4.4	258	2.3	1,119	2.5	17,958	4.1
2013	6,470	4.5	10,679	4.3	17,149	4.4	257	2.4	1,031	2.3	18,437	4.1
2014	6,735	4.5	10,662	4.2	17,397	4.3	251	2.2	979	2.2	18,627	4.0
2015	6,837	4.5	11,259	4.2	18,096	4.3	317	2.7	975	2.2	19,388	4.1
2016	6,725	4.5	11,826	4.3	18,551	4.4	276	2.3	993	2.3	19,820	4.1
2017	6,678	4.5	12,288	4.4	18,966	4.4	259	2.1	1,007	2.4	20,232	4.2
2018	6,505	4.3	11,899	4.3	18,404	4.3	249	2.1	954	2.3	19,607	4.1
Mexican American												
2009	29,355	22.8	40,025	17.3	69,380	19.2	2,848	15.4	6,350	11.8	78,578	18.1
2010	31,532	25.8	41,531	18.4	73,063	21.0	2,382	16.5	5,989	12.0	81,434	19.7
2011	36,660	28.2	47,625	20.1	84,285	23.0	2,236	17.4	6,243	13.4	92,764	21.7
2012	40,493	30.3	53,843	21.9	94,336	24.8	2,177	19.1	6,499	14.4	103,012	23.6
2013	45,811	32.2	59,205	23.7	105,016	26.8	2,152	20.0	6,688	15.1	113,856	25.5
2014	49,660	33.3	65,121	25.6	114,781	28.4	2,389	21.4	6,928	15.4	124,098	27.0
2015	53,512	35.0	73,836	27.8	127,348	30.4	2,775	23.7	7,488	16.8	137,611	29.0
2016	54,130	36.3	81,231	29.6	135,361	32.0	3,105	25.4	8,032	18.6	146,498	30.6
2017	56,440	37.7	86,447	30.9	142,887	33.2	3,340	26.6	8,502	20.3	154,729	31.9
2018	57,342	38.3	90,073	32.3	147,415	34.4	3,386	28.2	8,961	21.9	159,762	33.2

## Other Latino

2009	10,261	8.0	16,409	7.1	26,670	7.4	1,009	5.5	2,936	5.4	30,615	7.1
2010	10,510	8.6	16,769	7.4	27,279	7.8	898	6.2	2,961	6.0	31,138	7.6
2011	10,755	8.3	17,977	7.6	28,732	7.8	831	6.5	2,892	6.2	32,455	7.6
2012	11,351	8.5	18,930	7.7	30,281	8.0	736	6.4	2,810	6.2	33,827	7.7
2013	12,213	8.6	19,625	7.9	31,838	8.1	675	6.3	2,768	6.3	35,281	7.9
2014	12,496	8.4	20,063	7.9	32,559	8.1	686	6.1	2,658	5.9	35,903	7.8
2015	13,054	8.5	21,319	8.0	34,373	8.2	708	6.1	2,617	5.9	37,698	7.9
2016	12,520	8.4	22,198	8.1	34,718	8.2	825	6.7	2,648	6.1	38,191	8.0
2017	12,934	8.6	23,017	8.2	35,951	8.4	844	6.7	2,713	6.5	39,508	8.2
2018	13,108	8.8	23,095	8.3	36,203	8.5	795	6.6	2,761	6.8	39,759	8.3

Table 1  
CSU Systemwide Enrollment by Ethnic Group, Number  
and Percent of Total, from Fall 2009

	-----Undergraduate Enrollment-----						Postbaccalaureate		Graduate		Total	
	Lower Division		Upper Division		Total		N	P	N	P	N	P
	N	P	N	P	N	P						
	Pacific Islander											
2009	766	0.6	1,571	0.7	2,337	0.6	67	0.4	194	0.4	2,598	0.6
2010	574	0.5	1,286	0.6	1,860	0.5	38	0.3	180	0.4	2,078	0.5
2011	475	0.4	1,173	0.5	1,648	0.4	35	0.3	157	0.3	1,840	0.4
2012	463	0.3	1,311	0.5	1,774	0.5	45	0.4	191	0.4	2,010	0.5
2013	513	0.4	1,146	0.5	1,659	0.4	30	0.3	161	0.4	1,850	0.4
2014	515	0.3	1,231	0.5	1,746	0.4	38	0.3	159	0.4	1,943	0.4
2015	435	0.3	776	0.3	1,211	0.3	10	0.1	79	0.2	1,300	0.3
2016	447	0.3	757	0.3	1,204	0.3	14	0.1	85	0.2	1,303	0.3
2017	418	0.3	769	0.3	1,187	0.3	21	0.2	75	0.2	1,283	0.3
2018	498	0.3	776	0.3	1,274	0.3	21	0.2	83	0.2	1,378	0.3

## White

2009	41,404	32.1	83,482	36.0	124,886	34.6	7,830	42.4	19,903	36.9	152,619	35.2
2010	36,424	29.8	78,338	34.7	114,762	33.0	5,887	40.8	18,343	36.9	138,992	33.7
2011	35,800	27.6	79,623	33.6	115,423	31.4	5,256	41.0	17,308	37.2	137,987	32.4
2012	34,092	25.5	79,889	32.4	113,981	30.0	4,736	41.5	16,450	36.4	135,167	31.0
2013	33,651	23.7	76,576	30.7	110,227	28.1	4,398	40.8	15,213	34.5	129,838	29.1
2014	33,184	22.2	73,857	29.0	107,041	26.5	4,517	40.4	14,246	31.6	125,804	27.3
2015	31,885	20.9	72,562	27.3	104,447	25.0	4,566	39.1	13,272	29.7	122,285	25.8
2016	29,786	20.0	70,600	25.7	100,386	23.7	4,599	37.6	12,689	29.4	117,674	24.6
2017	28,831	19.2	68,442	24.4	97,273	22.6	4,632	36.9	12,124	28.9	114,029	23.5
2018	28,456	19.0	65,913	23.7	94,369	22.0	4,358	36.3	11,843	29.0	110,570	23.0

## Two or More Races

2009	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2010	5,116	4.2	4,954	2.2	10,070	2.9	368	2.5	1,154	2.3	11,592	2.8
2011	6,491	5.0	7,415	3.1	13,906	3.8	423	3.3	1,379	3.0	15,708	3.7
2012	6,614	5.0	9,631	3.9	16,245	4.3	357	3.1	1,449	3.2	18,051	4.1
2013	6,812	4.8	10,767	4.3	17,579	4.5	363	3.4	1,419	3.2	19,361	4.3
2014	7,218	4.8	11,562	4.5	18,780	4.6	406	3.6	1,386	3.1	20,572	4.5
2015	7,302	4.8	12,328	4.6	19,630	4.7	469	4.0	1,513	3.4	21,612	4.6
2016	7,078	4.7	12,922	4.7	20,000	4.7	491	4.0	1,545	3.6	22,036	4.6
2017	7,187	4.8	13,235	4.7	20,422	4.8	482	3.8	1,620	3.9	22,524	4.7
2018	6,867	4.6	12,596	4.5	19,463	4.5	417	3.5	1,510	3.7	21,390	4.4

Table 1  
CSU Systemwide Enrollment by Ethnic Group, Number  
and Percent of Total, from Fall 2009

	-----Undergraduate Enrollment-----						Postbaccalaureate		Graduate		Total	
	Lower Division		Upper Division		Total		N	P	N	P	N	P
	N	P	N	P	N	P						
	Unknown											
2009	12,772	9.9	27,483	11.9	40,255	11.2	3,071	16.6	7,258	13.4	50,584	11.7
2010	7,139	5.8	22,963	10.2	30,102	8.6	2,278	15.8	5,821	11.7	38,201	9.3
2011	6,262	4.8	20,776	8.8	27,038	7.4	1,825	14.2	5,066	10.9	33,929	8.0
2012	5,406	4.1	18,490	7.5	23,896	6.3	1,544	13.5	4,631	10.2	30,071	6.9
2013	5,605	3.9	16,238	6.5	21,843	5.6	1,351	12.5	4,095	9.3	27,289	6.1
2014	5,917	4.0	16,127	6.3	22,044	5.5	1,314	11.8	3,916	8.7	27,274	5.9
2015	5,579	3.7	14,387	5.4	19,966	4.8	1,204	10.3	3,303	7.4	24,473	5.2
2016	5,406	3.6	13,601	5.0	19,007	4.5	1,175	9.6	3,063	7.1	23,245	4.9
2017	5,429	3.6	13,311	4.8	18,740	4.4	1,205	9.6	3,009	7.2	22,954	4.7
2018	5,345	3.6	12,883	4.6	18,228	4.3	1,058	8.8	2,667	6.5	21,953	4.6

## Non-Resident Alien

2009	3,932	3.1	8,941	3.9	12,873	3.6	357	1.9	6,967	12.9	20,197	4.7
2010	3,655	3.0	9,264	4.1	12,919	3.7	212	1.5	5,889	11.8	19,020	4.6
2011	4,175	3.2	9,571	4.0	13,746	3.7	154	1.2	4,755	10.2	18,655	4.4
2012	4,987	3.7	10,008	4.1	14,995	3.9	136	1.2	4,695	10.4	19,826	4.5
2013	6,478	4.6	10,725	4.3	17,203	4.4	153	1.4	5,836	13.2	23,192	5.2
2014	8,526	5.7	11,393	4.5	19,919	4.9	175	1.6	8,199	18.2	28,293	6.1
2015	9,185	6.0	12,928	4.9	22,113	5.3	165	1.4	9,041	20.3	31,319	6.6
2016	9,311	6.2	14,619	5.3	23,930	5.7	191	1.6	7,795	18.1	31,916	6.7
2017	9,074	6.1	16,027	5.7	25,101	5.8	203	1.6	6,605	15.7	31,909	6.6
2018	8,540	5.7	16,466	5.9	25,006	5.8	212	1.8	5,807	14.2	31,025	6.4

## Total, All Groups

2009	128,802	100.0	231,816	100.0	360,618	100.0	18,451	100.0	53,985	100.0	433,054	100.0
2010	122,305	100.0	225,900	100.0	348,205	100.0	14,440	100.0	49,727	100.0	412,372	100.0
2011	129,844	100.0	237,295	100.0	367,139	100.0	12,826	100.0	46,569	100.0	426,534	100.0
2012	133,477	100.0	246,419	100.0	379,896	100.0	11,421	100.0	45,243	100.0	436,560	100.0
2013	142,230	100.0	249,363	100.0	391,593	100.0	10,782	100.0	44,155	100.0	446,530	100.0
2014	149,346	100.0	254,651	100.0	403,997	100.0	11,174	100.0	45,029	100.0	460,200	100.0
2015	152,778	100.0	265,465	100.0	418,243	100.0	11,687	100.0	44,641	100.0	474,571	100.0
2016	149,046	100.0	274,255	100.0	423,301	100.0	12,232	100.0	43,105	100.0	478,638	100.0
2017	149,815	100.0	279,961	100.0	429,776	100.0	12,563	100.0	41,958	100.0	484,297	100.0
2018	149,797	100.0	278,565	100.0	428,362	100.0	12,000	100.0	40,848	100.0	481,210	100.0

[BACK](#)



UC System > Infocenter > Undergraduate admissions summary

# Undergraduate admissions summary

Freshmen Transfers

## Fall Freshman Applicants, Admits and Enrollees

Applicants	2013	2014	2015	2016	2017	2018
All	140,024	148,772	158,306	166,562	171,858	182,129
African American	7,663	7,932	8,804	9,325	9,664	10,294
American Indian	904	1,016	965	936	969	902
Chicano/Latino	34,212	35,464	38,484	41,334	45,241	48,478
Asian	37,921	40,141	41,726	42,544	43,992	48,591
White	36,604	37,483	38,814	40,372	40,187	40,078
Unknown	3,795	3,842	4,553	4,642	4,612	5,220
International	18,905	22,892	24,960	27,409	27,193	28,566
Admits	86,269	89,185	91,379	105,077	104,822	107,439
All	3,315	3,349	3,369	4,358	4,352	4,444
African American	489	561	529	544	561	507
Chicano/Latino	18,537	19,246	19,340	24,377	24,414	25,078
Asian	26,922	27,640	27,976	30,485	30,559	32,403
White	23,101	22,442	22,134	25,073	23,941	22,874
Unknown	2,577	2,433	2,754	3,071	2,928	3,232
International	11,328	13,514	15,277	17,169	18,067	18,901
Enrollees	39,964	41,568	41,556	47,479	46,006	46,677
All	1,442	1,516	1,466	1,926	1,873	1,915
African American	194	242	217	217	204	223
Chicano/Latino	9,491	10,166	9,992	12,540	11,960	11,678
Asian	14,496	14,897	14,502	15,868	15,487	16,398
White	9,155	9,081	8,719	9,790	9,314	8,871
Unknown	1,146	1,051	1,201	1,309	1,214	1,327
International	4,060	4,615	5,459	5,829	5,954	6,265

Select breakdown

☒ By ethnicity

☐ By source school type

Fall term

(Multiple values)

By Residency

☒ All

☐ CA resident

☐ Domestic nonresident

☐ International nonresident

By Source School Type

☐ All Institutions

☐ CA Public HS

☐ CA Private HS

☐ Non-CA Domestic

☐ Foreign Institution

Campus

☒ Any Campus

☐ Berkeley

☐ Davis

☐ Irvine

☐ Los Angeles

☐ Merced

☐ Riverside

☐ San Diego

☐ Santa Barbara

☐ Santa Cruz

# Diversity of Students

Fresno Unified serves a diverse population with more than 59 languages spoken by students and their families.

Ethnicity	Percentage
African American	8.7%
Native American	0.6%
Asian	11.4%
Hispanic	67.7%
Pacific Islander	0.3%
White (not Hispanic)	9.7%



Los Angeles Unified

# FINGERTIP FACTS

2019-2020

## Estimated Student Enrollment

Projected Norm Day Enrollment, including Independent Charters Schools & Affiliated Charters	
K-3 Enrollment	180,115
4-6 Enrollment	127,804
7-8 Enrollment	84,835
9-12 Enrollment	164,806
<b>Total</b>	<b>557,560</b>
Special Day Classes in Regular Schools	23,582
Special Day Classes in Special Education Schools	2,008
Continuation and Opportunity Schools	4,209
<b>Other Enrollment</b>	<b>29,799</b>
<b>Total Graded and Other Enrollment</b>	<b>587,359</b>
Early Education	18,988
Adult Education	64,527
<b>Total</b>	<b>673,849</b>

Estimated Student Enrollment  
2019-20 Superintendent's Final Budget – District Enrollment Trends  
(Source: <https://bit.ly/2KD1HPa>)

## Student Characteristics

English and 99 languages are spoken in Los Angeles Unified schools. Los Angeles Unified has 123,579 students who are learning to speak English proficiently. The primary languages are Spanish (92.3% of English learners) and Armenian (1.42%). Korean, Tagalog, Cantonese, Arabic, Vietnamese and Russian languages account for less than 1% of the total.

Latino	73.4
White	10.5
African American	8.2
Asian	4.2
American Indian or Alaskan Native, Native Hawaiian or Pacific Islander	Less than 1
Filipino	2.1
Not reported	1

(Source: Norm Day 2018-19) Note: Percentages do not add up to 100%.

The **Parent and Community Services** engages families by creating partnerships with parents ([achieve.lausd.net/pcss](https://achieve.lausd.net/pcss)).

## Health and Wellness Centers

Los Angeles Unified maintains 15 health and wellness centers (<https://achieve.lausd.net/wellnesscenters>).

## Extended Learning Programs

Los Angeles Unified offers extended learning opportunities before and after the school day. These programs provide a safe place for students to continue learning. The program includes: Academic Tutorial Programs, Enrichment Programs, and Recreational Programs (<https://btb.lausd.net/>).

## School Facilities

Los Angeles Unified has built 137 new schools and 101 school additions since 1997. Providing our students, faculty, and staff with a safe learning environment is our highest priority. (<https://www.laschools.org/new-site/ab300/>).

## Los Angeles Unified Boundaries

Covering an area totaling 710 square miles which includes most of the city of Los Angeles, along with all or portions of 26 cities and unincorporated areas of Los Angeles County. Approximately 4.8 million people live within these boundaries.

### Cities Entirely Within Los Angeles Unified

Cudahy	Maywood
Gardena	Vernon
Huntington Park	San Fernando
Lomita	West Hollywood

### Cities Partially Within Los Angeles Unified

Bell	Long Beach
Bell Gardens	Los Angeles
Beverly Hills	Lynwood
Calabasas*	Montebello
Carson	Monterey Park
Commerce	Rancho Palos Verde
Culver City	Santa Clarita*
Hawthorne	South Gate
Inglewood	Torrance

\*Only a few parcels of land generating no enrollment are within Los Angeles Unified.

## Los Angeles Unified Employees

Los Angeles Unified is the second-largest employer in Los Angeles County.

	2019-20	2018-19
K-12 Teachers	24,026	24,265
Adult Education Teachers	825	598
Early Education Teachers	567	567
<b>Total (1)</b>	<b>25,418</b>	<b>25,430</b>
K-12 Administrators	2,451	2,438
Adult Education Administrators	52	52
Early Education Administrators	42	43
<b>Total (2)</b>	<b>2,545</b>	<b>2,533</b>
Other Certificated Support Personnel	5,146	4,869
Regular Classified Personnel	29,900	27,233
Teacher Assistants	3,514	3,511
<b>Total Employees (3)</b>	<b>66,523</b>	<b>63,576</b>

(As of July 1, 2019 and excludes independent charters)

(1) Includes classroom teachers and non-classroom teaching positions, such as instructional coaches.

(2) Includes school-based administrators and non-school-based local district and central office administrators.

(3) Includes active nonteaching and non-administrative certificated-personnel, including nurses, counselors, and psychologists. Source: Office of Human Resources.





# FAST FACTS - 2017-18

## OAKLAND UNIFIED SCHOOL DISTRICT

### ALL SCHOOLS<sup>1</sup>

Data listed below includes OUSD district-run & district-authorized charter schools. Data listed to the right is based on OUSD district-run schools only.

**50,119** NUMBER OF STUDENTS IN OUSD DISTRICT-RUN & DISTRICT AUTHORIZED-CHARTER SCHOOLS

**36,900** # of Students in OUSD District-Run Schools

**13,219** # of Students in District-Authorized Charter Schools

**122** NUMBER OF OUSD DISTRICT-RUN & DISTRICT AUTHORIZED CHARTER SCHOOLS

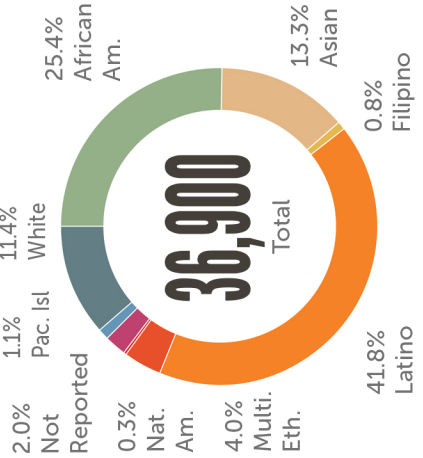
**87** # of OUSD District-Run Schools

**49** Elementary  
**5** Grade K-8  
**14** Middle  
**1** Alternative Middle  
**3** Grade 6-12  
**7** High  
**7** Alternative High  
**1** Ind. Study

**5 Adult Education Programs:** Career Technical Education, College & Career Readiness Pathways, English as a Second Language (ESL) Citizenship, Family Literacy, & General Education

### DISTRICT-RUN SCHOOLS

#### STUDENTS<sup>1</sup>



#### CHILD NUTRITION

2017-18

**74.5%** STUDENTS ELIGIBLE FOR FREE & REDUCED PRICE LUNCH

**57** Schools with salad bars; **13** School-based fresh produce markets.

**7,805** Average number of breakfasts served daily and **18,700** Average number of lunches served daily in 2016-17.

#### HEALTH & WELLNESS

2016-17

**16** School-based health centers; **6,251** Students served; **41,502** Total visits.

#### SUSPENSIONS

2016-17

**3.6%** STUDENTS WITH 1 OR MORE OUT OF SCHOOL SUSPENSION

**9.1%** African American male students suspended.

### BOARD OF EDUCATION

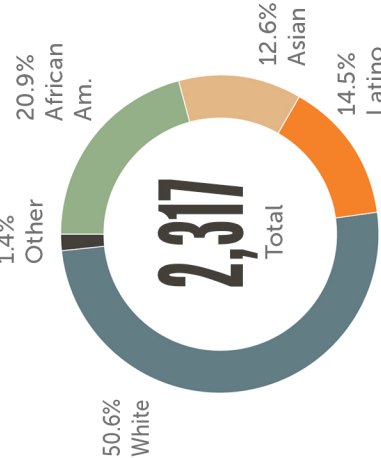
DISTRICT 1: Jody London  
DISTRICT 2: Aimee Eng  
DISTRICT 3: Jumoke Hinton-Hodge  
DISTRICT 4: Nina Senn (Vice President)

### CONTACT

DISTRICT 5: Roseann Torres  
DISTRICT 6: Shanthi Gonzales  
DISTRICT 7: James Harris (President)  
SUPERINTENDENT: Kyla Johnson-Trammell

1000 Broadway Suite 680  
Oakland, CA 94607  
(510) 434-7790  
www.ousd.org

#### TEACHERS<sup>2</sup>



**1,846** TK-12 Teachers; **51** Early Childhood Education Teachers; **408** Special Education Teachers; **12** Adult Education Teachers

#### NEWCOMERS

2017-18

**2,460** Newcomer students; **12** Schools with Newcomer Programs; **327** Refugee students; **284** Asylee students; **567** Unaccompanied Immigrant Youth.

#### HOME LANGUAGES

2017-18

**50.3%** STUDENTS SPEAKING NON-ENGLISH HOME LANGUAGE  
**33.4%** speak Spanish; **4.4%** speak Cantonese; **2.5%** speak Arabic; **2.3%** speak Vietnamese; **2.0%** speak Mam; At least **55** native languages spoken in OUSD students' homes.

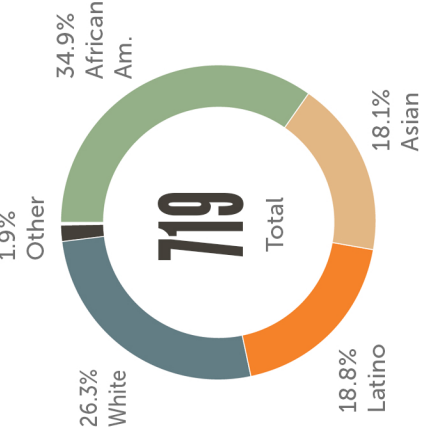
#### ENGLISH LANGUAGE LEARNERS<sup>7</sup>

2017-18

**30.0%** ENGLISH LANGUAGE LEARNERS STUDENTS

**11,083** Students Total; **55.7%** of **4,119** Grade 6-12 ELLs are Long Term English Language Learners.

#### CENTRAL OFFICE STAFF<sup>2</sup>



#### BUDGET<sup>4</sup>

2017-18

**\$762.8 Million** BUDGETED EXPENDITURES

#### AFTER SCHOOL PROGRAMS

2016-17

**81** After school program sites; **8,027** Average number of students served daily; **16,991** Students served all year; **18** After school lead agency partners.

#### EARLY CHILDHOOD EDUCATION

2017-18

**1,612** Pre-K/ECE Students, **28** ECE Sites, **51** ECE Teachers.

#### SPECIAL EDUCATION<sup>8</sup>

2017-18

**12.0%** STUDENTS WITH DISABILITIES RECEIVING SPECIAL ED SERVICES

**4,438** Students total; **408** Special Education Teachers.

#### EMPLOYEE SALARY<sup>2</sup>

2017-18

**\$46,570**

#### BEGINNING K-12 TEACHER SALARY

**\$63,661** Average Teacher Salary; **\$107,602** Average Principal, Assistant Principal, & Early Childhood Education Administrator Salary; **\$40,337** Average School Support Staff Salary; **\$84,137** Average Central Office Salary.

#### COLLEGE & CAREER PATHWAYS<sup>5</sup>

2017-18

**80.3%**

**76.7%** Grade 9-12 Students enrolled in a Pathway/SLC; **50** Pathways/SLCs in **14** high schools.

#### GRADUATION & DROPOUT<sup>6</sup>

2015-16

**65.7%**

#### 4 YEAR COHORT GRADUATION RATE

**20.0%** 4-Year Cohort Dropout Rate; **0.04%** GED Completer; **1.3%** Special Ed. Certificate; **13.0%** Still Enrolled.

#### COLLEGE ENROLLMENT

2015-16

**60.0%** OF 1,782 HS GRADUATES ATTENDED COLLEGE IN THE FALL OF 2016

**30.0%** attended a 2-year college & **30.0%** attended a 4-year college.

Produced by the Department of  
RESEARCH, ASSESSMENT, & DATA



# Data Dashboard: Enrollment

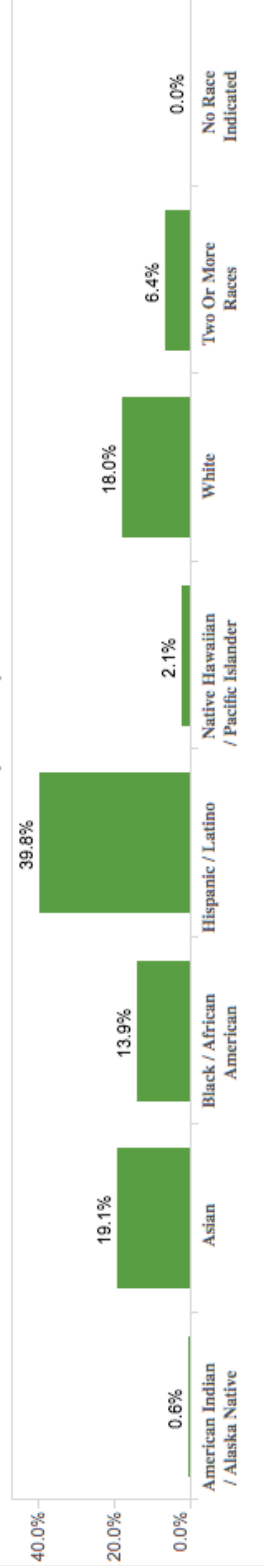
District Enrollment School Enrollment

## Enrollment and Demographics

Enrollment as of 10/5/2016: 42776

School Year 2016-17

### Enrollment by Ethnicity



# 2018-19 DISTRICT OVERVIEW

## SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT



**72** TOTAL schools

**50**

elementary schools

**11**

middle schools

**10**

high schools

**1**

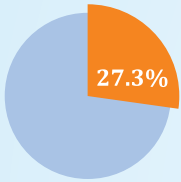
adult education

(Includes 2 alternative schools, 1 community day school, and Anderson School to serve our diverse students.)

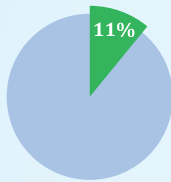


**K-12 Enrollment:**  
(includes charter school students)

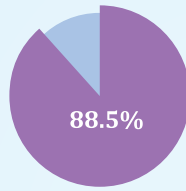
**53,027**  
students



English Language Learners

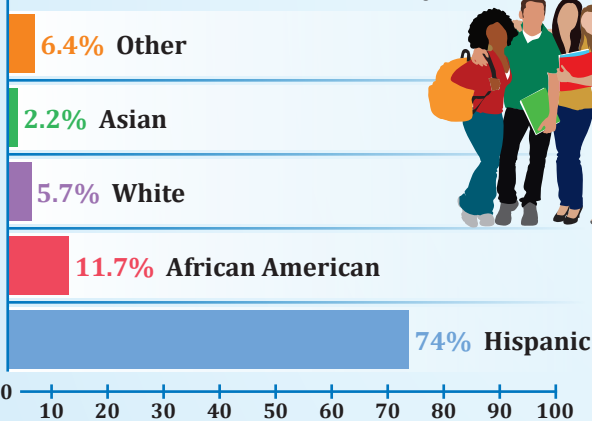


Special Education



Socioeconomically Disadvantaged

### Student Diversity



### 9 Golden Bell Award-Winning Programs

- SANKOFA
- City of Readers
- Customer Service
- Grow Our Own
- BE STILL  
(Be Extra Stable to Increase Lifelong Learning)
- Middle College High School
- Cal-SAFE for Teen Parents  
(California School-Age Families Education Program)
- Operation Student Recovery
- San Manuel Partnership

### Graduation Rate **Keeps Climbing**



#### California Gold Ribbon Schools

- Hillside Elementary School
- Kimbark Elementary School
- Norton Elementary School
- Roosevelt Elementary School
- Thompson Elementary School



#### California Honor Roll Schools

- Hillside Elementary School
- Kimbark Elementary School
- Kendall Elementary School
- Richardson PREP HI Middle School
- Middle College High School



#### College Board Gaston Caperton Award

- San Bernardino City Unified School District



#### International Baccalaureate (IB)

- Bob Holcomb Elementary School
- Cesar E. Chavez Middle School
- Arroyo Valley High School
- Cajon High School



#### Model Continuation High Schools

- San Andreas High School
- Sierra High School



#### California Green Ribbon School

- Kimbark Elementary School



Curtis, Golden Valley, King and Serrano Middle Schools

#### PBiS Implementation Awards



**16** California Distinguished Schools



**1** National Center for Urban School Transformation (NCUST) School



### School District Budget

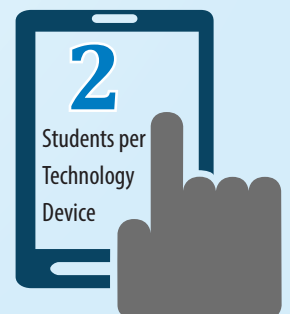
**\$ 685,050,353**

for 2018-19

**\$12,604**

Spent Annually Per Student

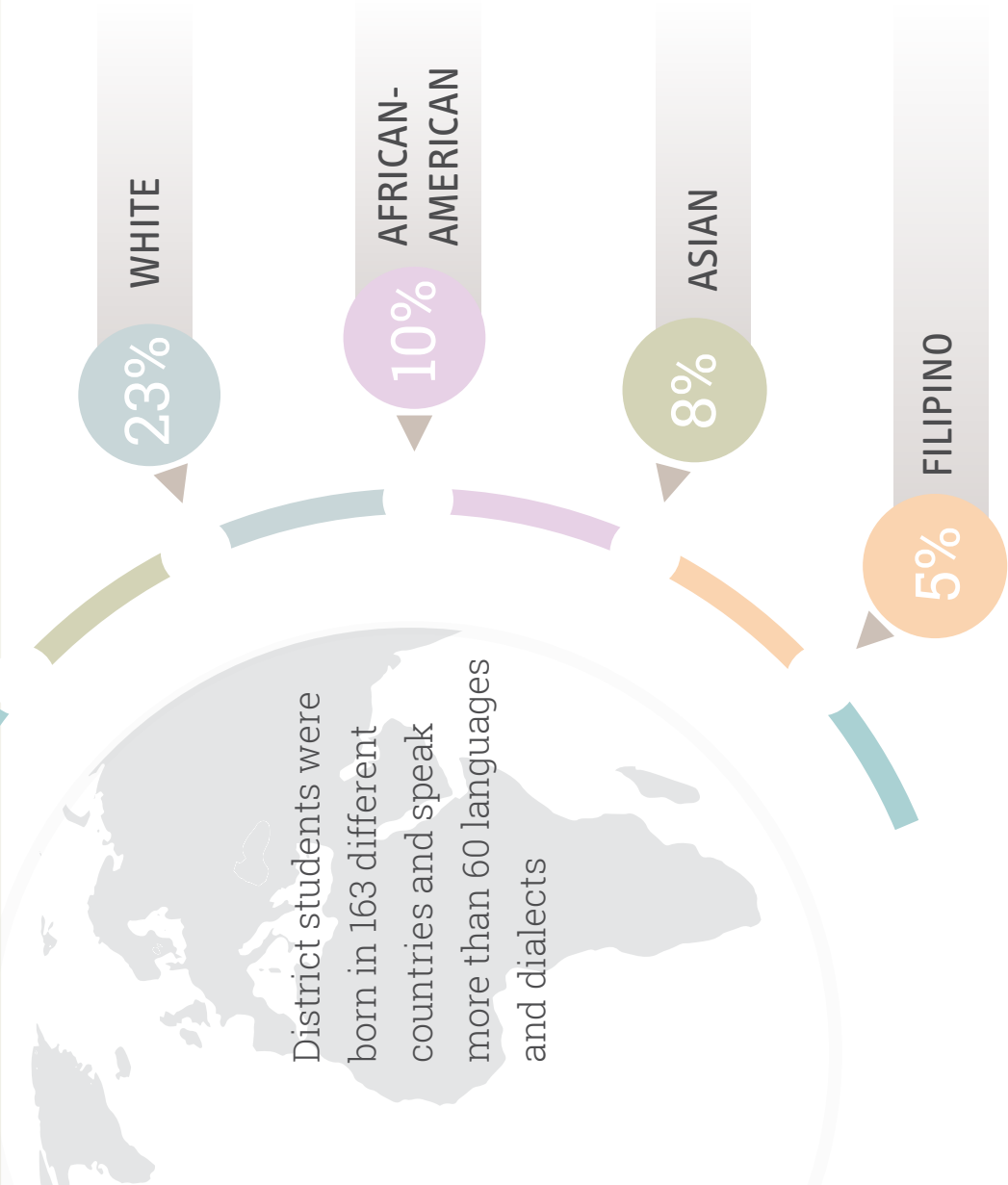
Nationally, California has ranked in overall per pupil spending





# We offer a Rich and Diverse Culture of Learning and Understanding

San Diego Unified values diversity. We value all languages and cultures, and we support students on their journey to become influential, engaged, powerful, contributing, and participating global citizens.





**136**

Total Schools

## SCHOOLS

**64** Elementary  
(TK-5th)

**8** Alt. Configured  
(TK-8th)

**13** Middle  
(6th-8th)

**15** High  
(9th-12th)

**12** Early  
Education

**8** County

**2** Continuation

**14** Charter



**54,063**

Total Enrollment  
October 2017

## STUDENTS

**1,471**

PreK\*

**22,725**

TK-5th

**9,608**

6th-8th

**15,861**

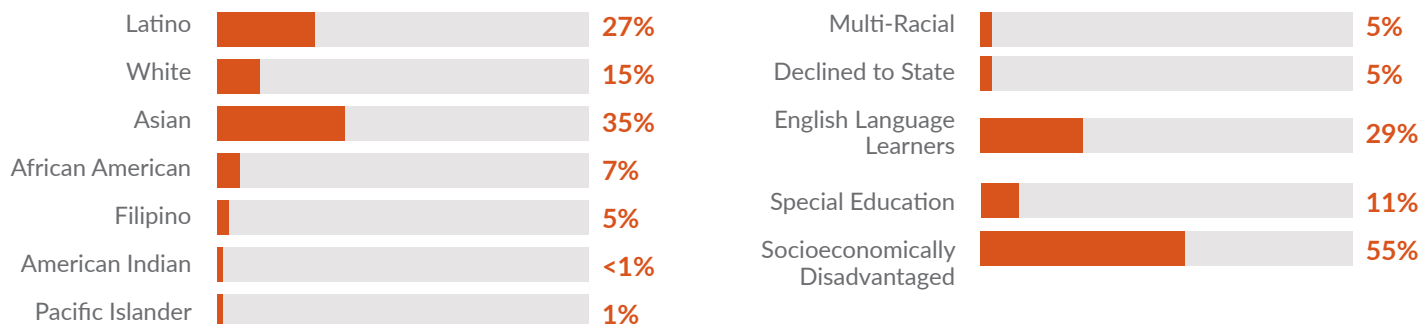
9th-12th

**4,398**

Alt. Grade Span

\*PreK count is for all PreK, toddlers, and infants. Total student count does not include charter or county schools.

## STUDENT DEMOGRAPHICS



## STAFF

**363**

Central Office  
Certificated

**951**

Central Office  
Classified

**81**

Department  
of Technology

**209**

EED Paraeducators

**25**

EED School Site  
Administration

**49**

EED School  
Support Staff

**224**

EED Substitute  
Paraeducators

**140**

EED Substitute  
Teachers

**134**

EED Teachers

**480**

Facilities

**220**

Student Nutrition  
Services

**796**

TK-12  
Paraeducators

**212**

TK-12 School Site  
Administration

**705**

TK-12 School  
Support Staff

**1,214**

TK-12 Substitute  
Paraeducators

**1,121**

TK-12 Substitute  
Teachers

**3,582**

TK-12 Teachers

**10,506**

Total Employees



# Fast Facts

*San José Unified is an urban, award-winning, PreK-12 school system in the San Francisco Bay Area. As the largest school district in the South Bay, San José Unified has earned a reputation as Silicon Valley's innovative education leader. More than 30,000 students attend 41 San José Unified schools, which serve communities from Downtown San José in the north to the Almaden Valley in the south. Learn more at [sjusd.org](http://sjusd.org).*

## Students

- San José Unified serves more than 30,000 students in grades PreK-12.
- Hispanic/Latino students make up the largest ethnic group at 53%; 24% of students are White; and 15% are Asian.
- 44% of San José Unified students qualify for free and/or reduced price meals.
- 22% of San José Unified students are English Learners.

## Student Achievement

- San José Unified uses 11 Key Performance Measures from early literacy to college and career success to measure progress towards its mission:
  - ➔ The number of 3rd graders reading at or above grade level increased by 7% from 2015 to 2016.
  - ➔ The average SAT score is 1591 compared to the state average of 1473.
  - ➔ The graduation rate for the Class of 2015 (85.4%) was more than three points higher than the state average (82.3%).
  - ➔ The district reduced suspensions by 31% and expulsions by 63% between 2011-12 and 2014-15 thanks to programs like Positive Behavioral Intervention and Supports (PBIS), which is now active on 32 campuses.
- Since 2014, San José Unified has increased:
  - ➔ our overall graduation rate from 81% to 87%
  - ➔ our Latino graduation rate from 73% to 82%
  - ➔ our African American college eligibility rate from 30% to 44% (from 2013 to 2017)
  - ➔ our Latino college eligibility rate from 28% to 35% (from 2013 to 2017)

## Employees

- San José Unified is the employer of choice for nearly 3,000 public servants.
- Approximately 1,750 of the district's employees are teachers, with an average of 11 years of experience teaching in a San José Unified classroom.

- 44% of San José Unified teachers have earned at least a master's degree.

- Approximately 1,200 employees support students in various roles from school nurses to bus drivers.

## Schools

- San José Unified operates 41 schools, including 26 elementary schools, one K-8 school, six middle schools, six high schools, and two alternative education programs.
- San José Unified is home to 22 California Distinguished Schools, 9 National Blue Ribbon Schools, and a California Gold Ribbon School.
- In San José Unified, parents have options as several schools offer innovative, award-winning, and nationally-recognized programs focused in areas such as:
  - ➔ Two-Way Bilingual Immersion (TWBI)
  - ➔ Advanced Placement (AP) in 26 courses
  - ➔ International Baccalaureate (IB)
  - ➔ Blended Learning
  - ➔ Career and Technical Education
  - ➔ Environmental Science
  - ➔ Project Based Learning (PBL)
  - ➔ Project Lead the Way (PLTW)
  - ➔ Speech and Debate
  - ➔ Visual and Performing Arts
  - ➔ Mock Trial (at all high schools)
  - ➔ ...and more!

## Operations

- San José Unified manages an annual budget of approximately \$350 million.
- We transport approximately 2,500 students to and from school every day on a school bus or van.
- We serve more than 18,000 meals to students every day at 41 schools.
- Safe and environmentally responsible facilities welcome students every day as SJUSD custodians and groundskeepers maintain 3.3 million square feet of space.

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2018-19	69,379	1.0%	0.4%	1.7%	1.0%	69.8%	0.1%	22.8%	2.5%	0.5%
2017-18	69,752	1.0%	0.4%	1.8%	1.1%	69.3%	0.1%	23.5%	2.4%	0.5%
2016-17	69,062	1.1%	0.4%	1.8%	1.1%	69.1%	0.1%	23.8%	2.2%	0.4%
2015-16	69,069	1.2%	0.5%	1.9%	1.1%	68.3%	0.2%	24.6%	2.0%	0.3%
2014-15	68,581	1.2%	0.4%	1.8%	1.1%	67.7%	0.1%	24.8%	2.3%	0.5%

Table 30  
**FELONY AND MISDEMEANOR ARRESTS, 2018**  
Gender, Age, and Race/Ethnic Group of Arrestee

Gender, age, and race/ethnic group	Total		Total		Felony		Misdemeanor	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total								
Total.....	1,086,759	100.0	1,086,759	100.0	302,514	27.8	784,245	72.2
Gender								
Male.....	830,118	76.4	830,118	100.0	239,643	28.9	590,475	71.1
Female.....	256,641	23.6	256,641	100.0	62,871	24.5	193,770	75.5
Age								
Under 18.....	41,488	3.8	41,488	100.0	17,265	41.6	24,223	58.4
18-29.....	394,673	36.3	394,673	100.0	119,531	30.3	275,142	69.7
18-19.....	38,211	3.5	38,211	100.0	14,401	37.7	23,810	62.3
20-29.....	356,462	32.8	356,462	100.0	105,130	29.5	251,332	70.5
30 and over.....	650,598	59.9	650,598	100.0	165,718	25.5	484,880	74.5
Race/ethnic group								
White.....	395,208	36.4	395,208	100.0	93,516	23.7	301,692	76.3
Hispanic.....	450,189	41.4	450,189	100.0	128,393	28.5	321,796	71.5
Black.....	173,996	16.0	173,996	100.0	61,997	35.6	111,999	64.4
Other.....	67,366	6.2	67,366	100.0	18,608	27.6	48,758	72.4
American Indian.....	5,672	0.5	5,672	100.0	1,617	28.5	4,055	71.5
Asian Indian.....	2,198	0.2	2,198	100.0	581	26.4	1,617	73.6
Cambodian.....	330	0.0	330	100.0	137	41.5	193	58.5
Chinese.....	2,008	0.2	2,008	100.0	734	36.6	1,274	63.4
Filipino.....	4,056	0.4	4,056	100.0	1,258	31.0	2,798	69.0
Japanese.....	326	0.0	326	100.0	90	27.6	236	72.4
Korean.....	550	0.1	550	100.0	145	26.4	405	73.6
Laotian.....	391	0.0	391	100.0	132	33.8	259	66.2
Vietnamese.....	2,544	0.2	2,544	100.0	726	28.5	1,818	71.5
Other Asian.....	14,723	1.4	14,723	100.0	4,165	28.3	10,558	71.7
Guamanian.....	183	0.0	183	100.0	59	32.2	124	67.8
Hawaiian.....	1,344	0.1	1,344	100.0	337	25.1	1,007	74.9
Pacific Islander.....	2,209	0.2	2,209	100.0	700	31.7	1,509	68.3
Samoan.....	658	0.1	658	100.0	211	32.1	447	67.9
Other.....	30,174	2.8	30,174	100.0	7,716	25.6	22,458	74.4

Note: Percentages may not add to subtotals because of rounding.

Table 1  
**HATE CRIMES, 2018**  
Events, Offenses, Victims, and Suspects by Bias Motivation

Bias motivation	Events			Offenses			Victims			Suspects		
	Number	Percent of total	Percent of bias	Number	Percent of total	Percent of bias	Number	Percent of total	Percent of bias	Number	Percent of total	Percent of bias
Total.....	1,066	100.0		1,268	100.0		1,237	100.0		1,093	100.0	
Single-bias total.....	1,064	99.8		1,264	99.7		1,234	99.8		1,090	99.7	
Race/ethnicity/national origin.....	594	55.7	100.0	725	57.2	100.0	706	57.1	100.0	604	55.3	100.0
Anti-white.....	48	4.5	8.1	58	4.6	8.0	58	4.7	8.2	66	6.0	10.9
Anti-black or African American.....	276	25.9	46.5	346	27.3	47.7	334	27.0	47.3	276	25.3	45.7
Anti-Hispanic or Latino.....	149	14.0	25.1	178	14.0	24.6	178	14.4	25.2	159	14.5	26.3
Anti-American Indian/ Alaskan native.....	2	0.2	0.3	2	0.2	0.3	2	0.2	0.3	1	0.1	0.2
Anti-Asian.....	34	3.2	5.7	40	3.2	5.5	37	3.0	5.2	28	2.6	4.6
Anti-Native Hawaiian or Pacific Islander.....	3	0.3	0.5	3	0.2	0.4	3	0.2	0.4	1	0.1	0.2
Anti-Arab.....	16	1.5	2.7	20	1.6	2.8	19	1.5	2.7	18	1.6	3.0
Anti-multiple races (group).....	23	2.2	3.9	27	2.1	3.7	27	2.2	3.8	24	2.2	4.0
Anti-other ethnicity/ national origin.....	31	2.9	5.2	34	2.7	4.7	34	2.7	4.8	21	1.9	3.5
Anti-citizenship status.....	12	1.1	2.0	17	1.3	2.3	14	1.1	2.0	10	0.9	1.7
Religion.....	201	18.9	100.0	222	17.5	100.0	217	17.5	100.0	143	13.1	100.0
Anti-Jewish.....	126	11.8	62.7	136	10.7	61.3	135	10.9	62.2	70	6.4	49.0
Anti-Catholic.....	10	0.9	5.0	11	0.9	5.0	10	0.8	4.6	5	0.5	3.5
Anti-Protestant.....	1	0.1	0.5	1	0.1	0.5	1	0.1	0.5	0	0.0	0.0
Anti-Islamic (Muslim).....	28	2.6	13.9	35	2.8	15.8	34	2.7	15.7	26	2.4	18.2
Anti-Sikh.....	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
Anti-multiple religions (group).....	5	0.5	2.5	5	0.4	2.3	5	0.4	2.3	2	0.2	1.4
Anti-other religion.....	30	2.8	14.9	32	2.5	14.4	30	2.4	13.8	30	2.7	21.0
Anti-atheism/agnosticism/etc.....	1	0.1	0.5	2	0.2	0.9	2	0.2	0.9	10	0.9	7.0
Sexual orientation.....	238	22.3	100.0	280	22.1	100.0	275	22.2	100.0	305	27.9	100.0
Anti-gay (male).....	169	15.9	71.0	204	16.1	72.9	200	16.2	72.7	232	21.2	76.1
Anti-lesbian.....	24	2.3	10.1	29	2.3	10.4	29	2.3	10.5	21	1.9	6.9
Anti-homosexual.....	41	3.8	17.2	43	3.4	15.4	42	3.4	15.3	47	4.3	15.4
Anti-heterosexual.....	1	0.1	0.4	1	0.1	0.4	1	0.1	0.4	1	0.1	0.3
Anti-bisexual.....	3	0.3	1.3	3	0.2	1.1	3	0.2	1.1	4	0.4	1.3
Physical/mental disability.....	7	0.7	100.0	8	0.6	100.0	7	0.6	100.0	10	0.9	100.0
Anti-physical disability.....	3	0.3	42.9	4	0.3	50.0	3	0.2	42.9	5	0.5	50.0
Anti-mental disability.....	4	0.4	57.1	4	0.3	50.0	4	0.3	57.1	5	0.5	50.0
Gender.....	24	2.3	100.0	29	2.3	100.0	29	2.3	100.0	28	2.6	100.0
Anti-male.....	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
Anti-female.....	4	0.4	16.7	5	0.4	17.2	5	0.4	17.2	1	0.1	3.6
Anti-transgender.....	19	1.8	79.2	22	1.7	75.9	22	1.8	75.9	26	2.4	92.9
Anti-gender non-conforming.....	1	0.1	4.2	2	0.2	6.9	2	0.2	6.9	1	0.1	3.6
Multiple-bias total.....	2	0.2	100.0	4	0.3	100.0	3	0.2	100.0	3	0.3	100.0
Anti-gay/anti-black.....	1	0.1	50.0	2	0.2	50.0	2	0.2	66.7	2	0.2	66.7
Anti-gay/anti-multiple races.....	1	0.1	50.0	2	0.2	50.0	1	0.1	33.3	1	0.1	33.3

Notes: Percentages may not add to subtotals or 100.0 because of rounding.

An event indicates the occurrence of one or more criminal offenses committed against one or more victims by one or more suspects.

For a more complete definition of each term, please refer to Appendix 2.

Table 3  
**HOMICIDE CRIMES, 2009-2018**  
By Race/Ethnic Group of Victim  
Number, Percent, and Rate per 100,000 Population

Race/ethnic group of victim	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Percent change	
											2009-2018	2017-2018
<b>Total</b>												
Number of victims.....	1,970	1,809	1,794	1,878	1,745	1,697	1,861	1,930	1,829	1,739	-11.7	-4.9
Percent of victims.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		
Population.....	37,077,204	37,318,481	37,578,616	37,826,160	38,204,597	38,499,378	39,071,323	39,354,432	39,613,045	39,825,181	7.4	0.5
Percent of population.....	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		
Rate.....	5.3	4.8	4.8	5.0	4.6	4.4	4.8	4.9	4.6	4.4	-17.0	-4.3
<b>White</b>												
Number of victims.....	392	329	400	359	370	360	394	373	353	378	-3.6	7.1
Percent of total victims.....	19.9%	18.2%	22.3%	19.1%	21.2%	21.2%	21.2%	19.3%	19.3%	21.7%		
Population.....	15,251,448	14,806,890	14,995,619	14,953,617	14,925,450	14,978,205	14,972,954	15,147,499	14,978,111	14,998,463	-1.7	0.1
Percent of population.....	41.1%	39.7%	39.9%	39.5%	39.2%	38.9%	38.5%	38.5%	37.8%	37.5%	-3.8	4.2
Rate.....	2.6	2.2	2.7	2.4	2.5	2.4	2.6	2.5	2.4	2.5		
<b>Hispanic</b>												
Number of victims.....	913	805	761	814	739	700	802	835	818	785	-14.0	-4.0
Percent of total victims.....	46.3%	44.5%	42.4%	43.3%	42.3%	41.2%	43.1%	43.3%	44.7%	45.1%		
Population.....	13,792,550	14,156,873	14,277,952	14,501,606	14,739,555	14,934,682	15,172,006	15,412,728	15,663,806	15,880,670	15.1	1.4
Percent of population.....	37.2%	37.9%	38.0%	38.3%	38.7%	38.7%	39.0%	39.2%	39.5%	39.7%		
Rate.....	6.6	5.7	5.3	5.6	5.0	4.7	5.3	5.4	5.2	4.9	-25.8	-5.8
<b>Black</b>												
Number of victims.....	534	536	488	571	534	510	526	567	484	433	-18.9	-10.5
Percent of total victims.....	27.1%	29.6%	27.2%	30.4%	30.6%	30.1%	28.3%	29.4%	26.5%	24.9%		
Population.....	2,205,579	2,167,448	2,195,986	2,203,540	2,209,668	2,226,129	2,236,361	2,260,738	2,252,850	2,266,042	2.7	0.6
Percent of population.....	5.9%	5.8%	5.8%	5.8%	5.8%	5.8%	5.7%	5.7%	5.7%	5.7%		
Rate.....	24.2	24.7	22.2	25.9	24.2	22.9	23.5	25.1	21.5	19.1	-21.1	-11.2
<b>Other</b>												
Number of victims.....	120	133	134	125	99	120	130	150	165	130	8.3	-21.2
Percent of total victims.....	6.1%	7.4%	7.5%	6.7%	5.7%	7.1%	7.0%	7.8%	9.0%	7.5%		
Population.....	5,827,627	6,187,270	6,100,751	6,167,397	6,243,713	6,409,188	6,515,648	6,533,467	6,718,252	6,807,308	16.8	1.3
Percent of population.....	15.7%	16.6%	16.2%	16.3%	16.4%	16.6%	16.8%	16.6%	17.0%	17.0%		
Rate.....	2.1	2.1	2.2	2.0	1.6	1.9	2.0	2.3	2.5	1.9	-9.5	-24.0
<b>Unknown</b>												
Number of victims.....	11	6	11	9	3	7	9	5	9	13	-	-
Percent of total victims.....	0.6%	0.3%	0.6%	0.5%	0.2%	0.4%	0.5%	0.3%	0.5%	0.7%		
Population.....	-	-	-	-	-	-	-	-	-	-	-	-
Percent of population.....	-	-	-	-	-	-	-	-	-	-	-	-
Rate.....	-	-	-	-	-	-	-	-	-	-	-	-

Notes: Percentages may not add to 100.0 because of rounding.  
Rates are based on annual population estimates provided by the Demographic Research Unit, California Department of Finance.  
Rates are calculated using the population for each subgroup shown; therefore, they may not add to the rate calculated for the total population.  
Population breakdowns by race/ethnic group will not add to total because of variations in population source data.  
Dash indicates that the percent of population and rate for the "unknown" category cannot be calculated because there are no unknown race/ethnic group population data.

Table 1  
**JUVENILE ARRESTS, 2018**  
Gender, Age Group, and Race/Ethnic Group by Level of Offense and Law Enforcement Disposition

Level of offense and law enforcement disposition	Total	Gender		Age group			Race/ethnic group				
		Male	Female	Under 12	12-14	15-17	White	Hispanic	Black	Other	
Number											
Total.....	46,423	33,559	12,864	636	12,186	33,601	9,191	24,696	9,738	2,798	
Felony.....	17,265	14,113	3,152	230	4,241	12,794	2,682	8,847	4,734	1,002	
Misdemeanor.....	24,223	16,643	7,580	335	6,771	17,117	5,353	13,000	4,243	1,627	
Status offenses.....	4,935	2,803	2,132	71	1,174	3,690	1,156	2,849	761	169	
Law enforcement disposition....	46,423	33,559	12,864	636	12,186	33,601	9,191	24,696	9,738	2,798	
Referred to probation.....	37,874	27,885	9,989	467	9,702	27,705	7,399	20,173	7,988	2,314	
Counseled and released.....	7,634	4,989	2,645	156	2,251	5,227	1,605	4,033	1,556	440	
Turned over to other agency...	915	685	230	13	233	669	187	490	194	44	
Percent											
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Felony.....	37.2	42.1	24.5	36.2	34.8	38.1	29.2	35.8	48.6	35.8	
Misdemeanor.....	52.2	49.6	58.9	52.7	55.6	50.9	58.2	52.6	43.6	58.1	
Status offenses.....	10.6	8.4	16.6	11.2	9.6	11.0	12.6	11.5	7.8	6.0	
Law enforcement disposition....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Referred to probation.....	81.6	83.1	77.7	73.4	79.6	82.5	80.5	81.7	82.0	82.7	
Counseled and released.....	16.4	14.9	20.6	24.5	18.5	15.6	17.5	16.3	16.0	15.7	
Turned over to other agency...	2.0	2.0	1.8	2.0	1.9	2.0	2.0	2.0	2.0	1.6	

Note: Percentages may not add to 100.0 because of rounding.

Table 10  
**USE OF FORCE, 2018**  
 By Race/Ethnic Group, Gender, and Age of Civilian

Race/ethnic group	Total	Gender				Age											
		Male	Female	Trans- gender	Unknown¹	0-17	18-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61 and over	Unknown¹
Total.....	679	632	44	0	3	28	39	119	131	117	89	44	46	21	24	18	3
American Indian.....	3	3	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0
Asian Indian.....	2	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0
Asian/Pacific Islander.....	17	15	2	0	0	1	0	3	5	4	3	1	0	0	0	0	0
Black.....	130	121	9	0	0	7	8	24	26	28	15	6	8	2	3	3	0
Hispanic.....	317	301	16	0	0	17	26	67	53	58	42	23	13	5	9	4	0
White.....	193	178	15	0	0	3	4	21	43	25	28	13	23	10	12	11	0
Multi-race.....	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Other.....	13	12	1	0	0	0	0	4	2	1	0	1	2	3	0	0	0
Unknown¹.....	3	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3

<sup>1</sup> Unknown designates civilians that fled the scene resulting in the officers' inability to identify their gender, race, and age.

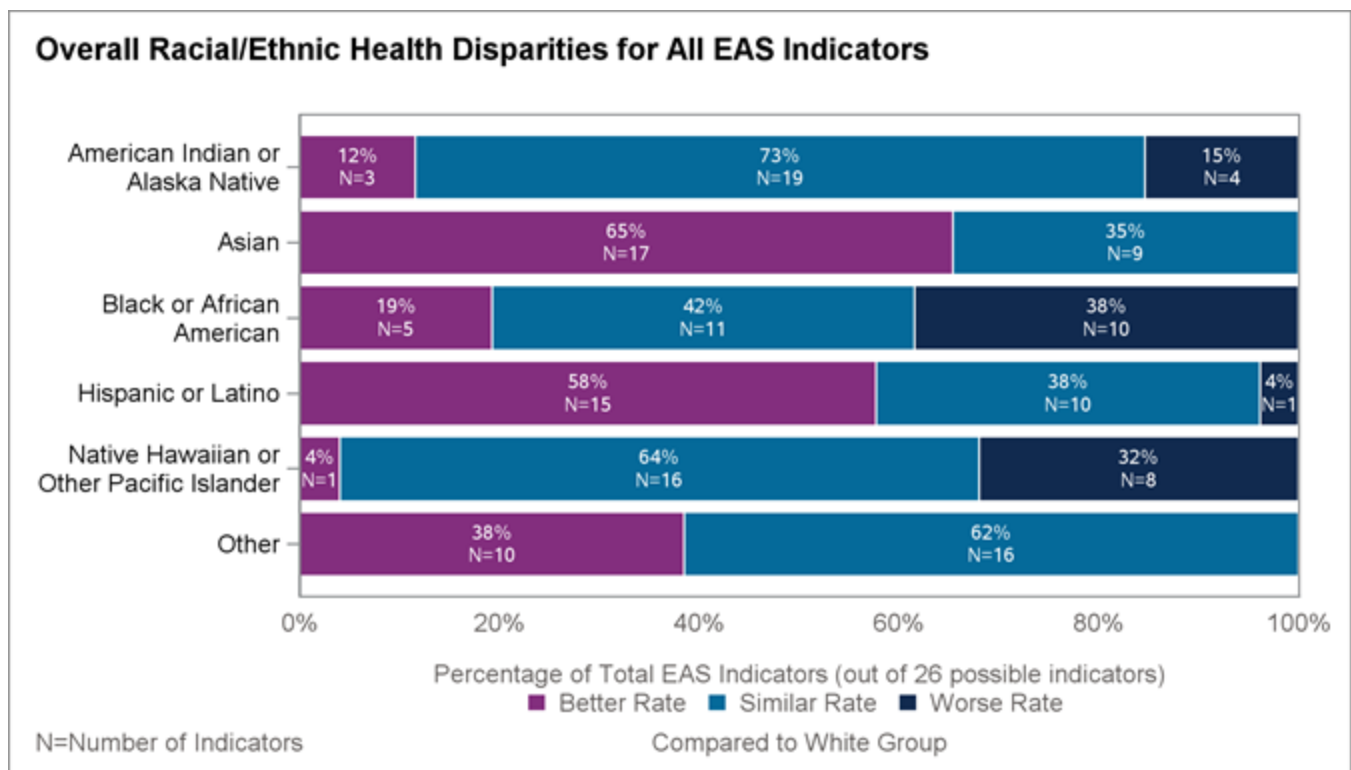
(CMS') *Racial and Ethnic Disparities by Gender in Health Care in Medicare Advantage* in developing the methodology, analysis, and report structure, when possible.<sup>7</sup>

Findings for racial/ethnic health disparities are presented in Section 3 of this report, and the EAS indicator rates by demographic stratification (i.e., primary language, age and gender) are located in Appendix A. Please note, HSAG uses “majority” throughout the report to refer to at least 50 percent.

## Key Findings for Racial/Ethnic Health Disparities

Health disparities were identified when indicator rates for racial/ethnic groups were better than or worse than the rates for the White group (i.e., the reference group). If a racial/ethnic group's indicator rate was similar to the White group, then no health disparity was identified. Figure 1.1 displays the percentage and number of EAS indicators (out of 26 possible indicators) for which rates for selected racial/ethnic groups were worse than, similar to, or better than the rates for the White group.

**Figure 1.1—Overall Racial/Ethnic Health Disparities for All EAS Indicators**



Note: The *Ambulatory Care* indicators were not included in the racial/ethnic health disparities analysis. For the Native Hawaiian or Other Pacific Islander group, one indicator (*Immunizations for Adolescents—Combination 2*) was excluded from the indicator count due to a small numerator (i.e., less than 11).

<sup>7</sup> CMS Office of Minority Health and RAND Corporation. *Racial and Ethnic Disparities by Gender in Health Care in Medicare Advantage*. Baltimore, MD. 2017.



# 2018 Hospital Discharge Summary Report

Profile Characteristics (Individual Hospital Information will appear only if one hospital is selected)

OSHPD Facility No.  
Hospital Name  
County  
Address  
City  
ZIP Code  
Type of Control  
Teaching/Rural  
  
Licensed Bed Size  
Senate District  
Assembly District  
MSSA Designation  
MSSA Name

Type of Care



- Acute
- Skilled Nursing/Intermediate Care
- Psychiatric
- Chemical Dependency
- Physical Rehabilitation

Source: 2018 California Patient Discharge Data

TYPE OF CARE	#	%	DISCHARGES/DAYS	#	EXPECTED PAYER SOURCE	#	%	
Acute	3,526,114	92.3%	Number of Hospital Reports	446	Medicare	1,313,236	34.4%	
Skilled Nursing/Intermediate Care	22,224	0.6%	Number of Discharges	3,819,381	Medi-Cal	1,201,061	31.4%	
Psychiatric	220,621	5.8%	Number of Discharge Days	19,380,290	Private Coverage	1,097,845	28.7%	
Chemical Dependency	11,728	0.3%	Average Length of Stay (Days)	5.1	Workers' Compensation	15,529	0.4%	
Physical Rehabilitation	38,574	1.0%			County Indigent Programs	12,415	0.3%	
Unknown	120	0.0%			Other Government	74,306	1.9%	
	3,819,381	100.0%	DNR ORDERS	#	%	Other Indigent	4,223	0.1%
			Yes	214,069	5.6%	Self Pay	81,223	2.1%
			No	3,604,514	94.4%	Other Payer	17,624	0.5%
			Invalid	798	0.0%	Unknown	1,919	0.1%
				3,819,381	100.0%		3,819,381	100.0%

AGE GROUPS	#	%	RACE	#	%	PATIENT ZIP CODE GROUP	#	%
Under 1	495,101	13.0%	White	2,300,685	60.2%	California Resident	3,671,540	96.1%
1 - 9	74,732	2.0%	Black	337,438	8.8%	Homeless*	97,532	2.6%
10 - 19	132,796	3.5%	Asian/Pacific Islander	383,396	10.0%	Out of State	38,123	1.0%
20 - 29	379,444	9.9%	Native American/Eskimo/Aleut	16,726	0.4%	Does Not Reside in US	6,936	0.2%
30 - 39	456,447	12.0%	Other	729,763	19.1%	Unknown	3,714	0.1%
40 - 49	299,923	7.9%	Unknown	50,948	1.3%	Blank/Invalid	1,536	0.0%
50 - 59	446,070	11.7%	Invalid/Blank	425	0.0%		3,819,381	100.0%
60 - 69	544,089	14.2%		3,819,381	100.0%			
70 - 79	487,016	12.8%						
80+	503,658	13.2%						
Unknown	105	0.0%						
	3,819,381	100.0%						
			<b>ETHNICITY</b>	<b>#</b>	<b>%</b>	<b>SEX</b>	<b>#</b>	<b>%</b>
			Hispanic	1,208,542	31.6%	Male	1,695,941	44.4%
			Non-Hispanic	2,552,871	66.8%	Female	2,122,768	55.6%
			Unknown	57,527	1.5%	Unknown	672	0.0%
			Invalid	441	0.0%		3,819,381	100.0%
				3,819,381	100.0%			

\* For definition, please see 'Instructions & Footnotes' tab

ADMISSION SOURCE - POINT OF ORIG	#	%	ADMISSION SOURCE - ROUTE	#	%	DISPOSITION	#	%
Non-Health Care Facility	2,667,154	69.8%	Your Emergency Department	1,964,840	51.4%	Routine (home)	2,643,795	69.2%
Clinic or Physician's Office	200,738	5.3%	Another Emergency Department	168,022	4.4%	Home Health Service	428,159	11.2%
Hospital (different facility)	343,341	9.0%	Not Admitted from Emergency Department	1,685,869	44.1%	Acute Care	96,158	2.5%
Skilled Nursing/Intermediate Care/Assisted Living Facility	78,896	2.1%	Information Not Available/Unknown	650	0.0%	Skilled Nursing	342,353	9.0%
Another Health Care Facility	26,490	0.7%		3,819,381	100.0%	Residential Care Facility	19,051	0.5%
Court/Law Enforcement	18,339	0.5%				Court/Law Enforcement	14,914	0.4%
One Distinct Unit to Another Distinct Unit, Same Hospital	30,647	0.8%				Against Medical Advice	74,962	2.0%
Ambulatory Surgery Center	4,758	0.1%	<b>ADMISSION TYPE</b>	<b>#</b>	<b>%</b>	Children's or Cancer Center	6,718	0.2%
Hospice Facility	548	0.0%	Emergency	1,395,126	36.5%	Hospice Care	49,974	1.3%
Newborn Admit Type, Born Inside this Hospital	442,351	11.6%	Urgent	1,254,811	32.9%	Psychiatric Care	13,012	0.3%
Newborn Admit Type, Born Outside of this Hospital	1,301	0.0%	Elective	675,447	17.7%	Critical Access Hospital	505	0.0%
Newborn Admit Type, Illogical* Point of Origin	752	0.0%	Newborn	444,404	11.6%	Died	79,968	2.1%
Information Not Available/Unknown	4,066	0.1%	Trauma	48,504	1.3%	Inpatient Rehabilitation	39,648	1.0%
	3,819,381	100.0%	Information Not Available/Unknown	1,089	0.0%	Other	781	0.0%
				3,819,381	100.0%	Disaster Care Site	200	0.0%
						Not Defined Elsewhere	8,900	0.2%
						Invalid/Blank	293	0.0%
							3,819,381	100.0%

\* Please see note on 'Instructions & Footnotes' tab

PRINCIPAL DIAGNOSIS GROUP	#	%	PRINCIPAL PROCEDURE GROU	#	%	PRINCIPAL CAUSE OF MORBIDITY GRO	#	%
Birth Defects	14,377	0.4%	Cardiovascular System	123,852	3.2%	All Transport Types	46,077	1.2%
Births	443,989	11.6%	Diagnostic Therapeutic	651,102	17.0%	Accidental Falls	154,996	4.1%
Blood Disorders	34,220	0.9%	Digestive System	279,146	7.3%	Accidents Involving Animals/Inanimate Object	18,074	0.5%
Cancer	135,125	3.5%	Ear, Nose, & Sinus	2,709	0.1%	Non-Transport Drowning/Submersion	279	0.0%
Circulatory System	456,825	12.0%	Endocrine System	5,688	0.1%	Natural/Environmental Factors	5,668	0.1%
Digestive System	338,388	8.9%	Eye	1,702	0.0%	Other Factors	33,823	0.9%
Ear Disorders	4,532	0.1%	Female Reproductive System	32,802	0.9%	Intentional Self-Harm	6,840	0.2%
Endocrine Diseases	136,944	3.6%	General	108,099	2.8%	Assault	12,847	0.3%
Eye Disorders	3,090	0.1%	Imaging	47,555	1.2%	Undetermined Intent	1,189	0.0%
Genitourinary System	135,972	3.6%	Lymph System	12,076	0.3%	Legal/War/Terrorism	485	0.0%
Infections	326,552	8.5%	Male Reproductive System	50,847	1.3%	Medical Misadventures	1,237	0.0%
Injuries/Poisonings	296,071	7.8%	Mouth and Throat	13,831	0.4%	Medical Device Adverse Incident	14,849	0.4%
Mental Disorders	271,688	7.1%	Musculoskeletal System	262,216	6.9%	Abnormal Reaction/Later Complications	135,742	3.6%
Musculoskeletal System	195,234	5.1%	Nervous System	55,523	1.5%	Supplementary Factors	158,840	4.2%
Nervous System	90,893	2.4%	New Technologies	1,265	0.0%	None	3,228,435	84.5%
Other Reasons	42,479	1.1%	Nuclear Medicine	2,098	0.1%		3,819,381	100.0%
Perinatal Disorders	20,679	0.5%	Pregnancy	439,431	11.5%			
Pregnancies	484,092	12.7%	Radiation Oncology	870	0.0%			
Respiratory System	230,413	6.0%	Respiratory System	60,312	1.6%			
Skin Disorders	60,369	1.6%	Skin and Breast System	86,022	2.3%			
Symptoms	97,449	2.6%	Urinary System	48,500	1.3%			
	3,819,381	100.0%	Vascular System	71,001	1.9%			
			None	1,462,734	38.3%			
				3,819,381	100.0%			

patcnty1	serv_y	race_grp1	Encounters	AnnotationCode	AnnotationDesc
Alameda	2017	American Indian/Alaska Native	204		
Alameda	2017	Asian/Pacific Islander	18236		
Alameda	2017	Black	9983		
Alameda	2017	Hispanic	14176		
Alameda	2017	Other	3795		
Alameda	2017	Unknown	2716		
Alameda	2017	White	33657		

Patient Counts										
	2010	2011	2012	2013	2014	2015	2016	2017	2018	Grand Total
White	2652	2660	2735	2708	2837	2815	2895	2583	2594	24479
Black	1678	1710	1686	1739	1835	1896	1851	1554	1567	15516
Hispanic	1284	1213	1369	1426	1509	1628	1756	1466	1494	13145
Asian	194	198	208	217	238	221	231	223	223	1953
Other/Unknown	207	228	213	233	243	233	236	224	226	2043
<b>Grand Total</b>	<b>6015</b>	<b>6009</b>	<b>6211</b>	<b>6323</b>	<b>6662</b>	<b>6793</b>	<b>6969</b>	<b>6050</b>	<b>6104</b>	<b>57136</b>



## **Medi-Cal at a Glance**

*Most Recent Reported Month – February 2019  
Research and Analytic Studies Division*

<b>Dual Eligibility Status</b>	<b>Number of Certified Eligibles</b>	<b>Percentage of Total</b>
Dual Eligible	1,437,884	11%
Non-Dual	11,479,199	89%
All	12,917,083	100%
<b>Race/Ethnicity</b>	<b>Number of Certified Eligibles</b>	<b>Percentage of Total</b>
African-American	973,523	8%
American Indian/Alaskan Native	51,363	<1%
Asian/Pacific Islander	1,273,616	10%
Hispanic	6,495,661	50%
White	2,400,942	19%
Not Reported	1,721,978	13%
All	12,917,083	100%
<b>Primary Language</b>	<b>Number of Certified Eligibles</b>	<b>Percentage of Total</b>
English	8,058,459	62%
Spanish	3,820,842	30%
All Others	1,037,782	8%
All	12,917,083	100%

**Note:** This document presents only certified eligible counts for February 2019 as of the MEDS cut-off for June 2019. These counts are considered PRELIMINARY and subject to change.

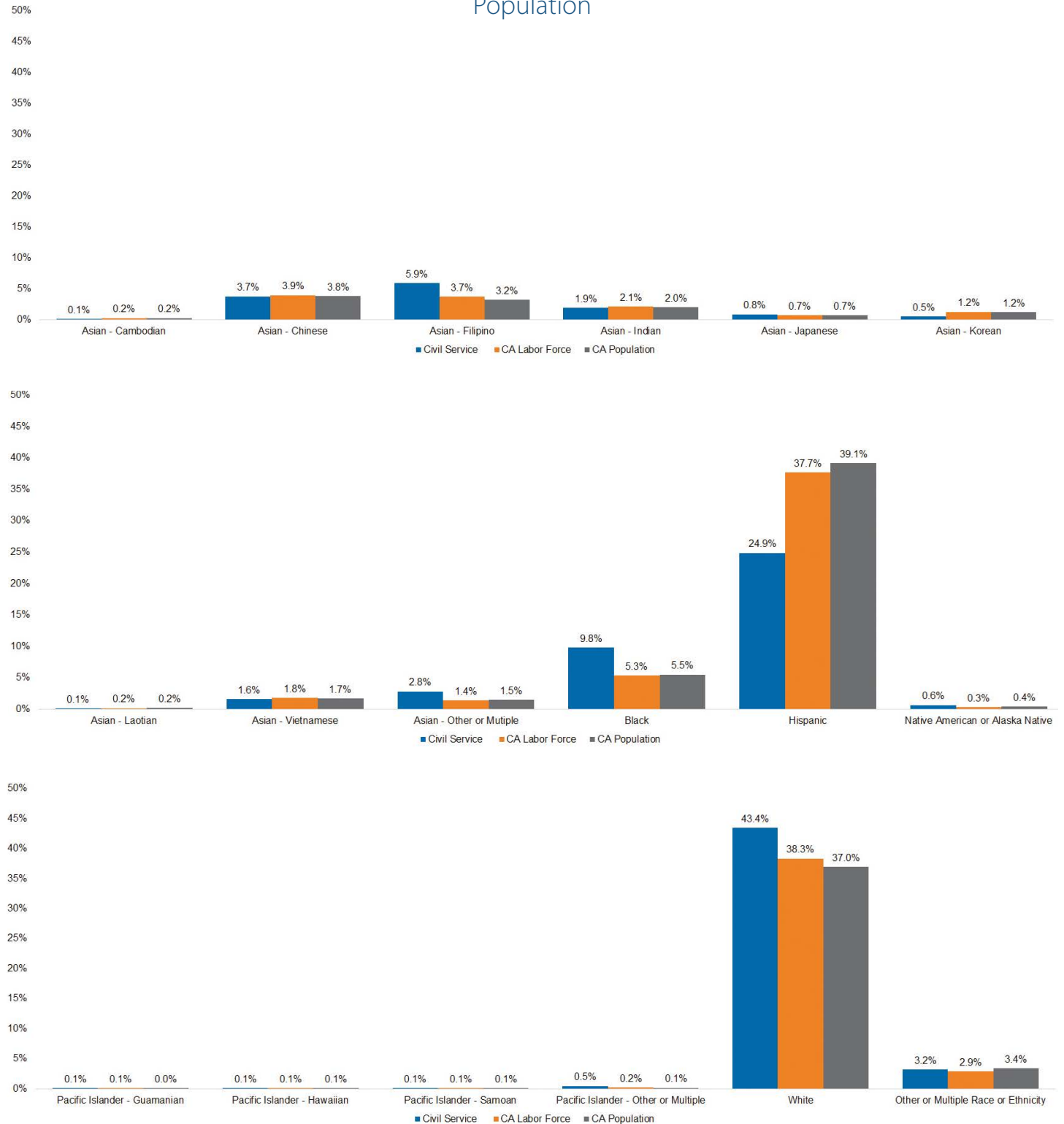
For more information on certified eligibles and reporting timeframes, please refer to [How Enrollment Statistics are Reported \(PDF\)](#).

**If You Plan To Cite this Paper in a Subsequent Work, the Research and Analytic Studies Division Suggests the Following Citation:**

Research and Analytic Studies Division, June 2019. *Medi-Cal Monthly Enrollment Fast Facts, February 2019 as of the MEDS Cut-off for June 2019*. California Department of Health Care Services. Chief Medical Information Officer approval number CMIO-19-0396

Comparing California's population with its labor force<sup>6</sup> and civil service yielded the following results: **(Appendix, Table G)**

## Race & Ethnicity in California's Civil Service Against the California Labor Force & California Population



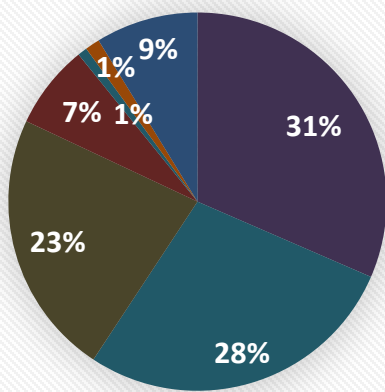
*\*Races and ethnicities other than Hispanic are reported "alone and not in combination with" any other group. To match federal reporting, the group Hispanic is reported as "Hispanic alone or in combination with" any other race and ethnicity.*

<sup>6</sup> American Community Survey 2017 1-Year Estimates: Public Use Microdata Samples.

## DEMOGRAPHICS

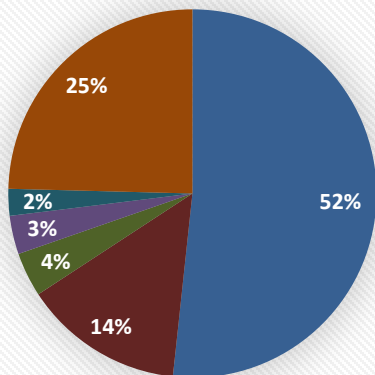
Individuals may voluntarily provide demographic information to DFEH when they submit a complaint. Of the 19,032 complaints filed by law in 2017, 9,100 complainants provided information on their race and 6,718 provided information on their national origin. As shown in the charts, below, of those individuals who identified their race, the most complaints were filed by individuals identifying themselves as white, followed by those identifying themselves as Hispanic or Latino and Black or African American. Fifty-two percent of complainants did not identify their race. Of those individuals who identified their national origin, the most complaints were filed by individuals identifying themselves as American [U.S.], followed by those identifying themselves as Mexican, Other Hispanic/Latino, English and Filipino. Sixty-five percent of complainants did not identify their national origin.

### Number of Complainants by Race



- 31% White - 2,868
- 28% Hispanic or Latino - 2,526
- 23% Black or African American - 2,067
- 7% Asian - 654
- 1% Native Hawaiian or Other Pacific Islander - 74
- 1% American Indian or Alaska Native - 114
- 9% All Other - 797

### Number of Complaints by National Origin



- 52% American [U.S.] - 3,473
- 14% Mexican - 946
- 4% Other Hispanic/Latino - 262
- 3% English - 227
- 2% Filipino - 158
- 25% All Other - 1,652

Full details on the race and national origin of complainants for each of the law types enforced by DFEH are shown in Appendices D (race) and E (national origin).

co= D140290  
u= D140290

EQUAL EMPLOYMENT OPPORTUNITY  
2017 EMPLOYER INFORMATION REPORT  
CONSOLIDATED REPORT - TYPE 2

SECTION B - COMPANY IDENTIFICATION

1. APPLE INC.  
ONE APPLE PARKWAY

2.a. APPLE INC.  
ONE APPLE PARKWAY

CUPERTINO, CA 95014

CUPERTINO, CA 95014  
SANTA CLARA COUNTY

c. Y

SECTION C - TEST FOR FILING REQUIREMENT

1-Y 2-N 3-Y DUNS NO.:060704780 EIN :942404110

SECTION E - ESTABLISHMENT INFORMATION

SECTION D - EMPLOYMENT DATA

JOB CATEGORIES	HISPANIC OR LATINO		NOT-HISPANIC OR LATINO												OVERALL TOTALS
			***** MALE *****						***** FEMALE *****						
	MALE	FEMALE	WHITE	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	ASIAN	AMERICAN INDIAN OR ALASKAN NATIVE	TWO OR MORE RACES	WHITE	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	ASIAN	AMERICAN INDIAN OR ALASKAN NATIVE	TWO OR MORE RACES	
EXECUTIVE/SR OFFICIALS & MGRS	2	0	77	1	0	12	0	0	17	2	0	4	0	0	115
FIRST /MID OFFICIALS & MGRS	432	172	4215	167	10	1744	13	68	1556	113	6	591	5	42	9134
PROFESSIONALS	992	430	10113	346	49	8414	37	255	2860	140	17	3222	16	119	27010
TECHNICIANS	1593	594	6516	1248	60	689	61	278	2342	1083	24	293	21	187	14989
SALES WORKERS	3475	1886	9223	2456	129	1381	62	606	4121	1492	59	744	56	412	26102
ADMINISTRATIVE SUPPORT	529	647	1422	239	15	274	9	71	1552	396	9	476	15	100	5754
CRAFT WORKERS	21	1	57	2	0	15	0	0	1	0	0	1	0	0	98
OPERATIVES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LABORERS & HELPERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SERVICE WORKERS	163	161	66	16	4	60	2	6	38	9	3	24	1	4	557
TOTAL	7207	3891	31689	4475	267	12589	184	1284	12487	3235	118	5355	114	864	83759
PREVIOUS REPORT TOTAL	6300	3171	31121	4103	250	10521	180	981	12207	2964	112	4517	88	677	77192

SECTION F - REMARKS

DATES OF PAYROLL PERIOD: 12/16/2017 THRU 12/31/2017

SECTION G - CERTIFICATION

CERTIFYING OFFICIAL: MARTHA BURRAGE-SIMS  
EEO-1 REPORT CONTACT PERSON: MARTHA BURRAGE-SIMS  
EMAIL: MBURRAGESIMS@APPLE.COM

TITLE: HUMAN RESOURCES MANAGER 3  
TITLE: HUMAN RESOURCES MANAGER 3  
TELEPHONE NO: 4087382431

CERTIFIED DATE[EST]: 03/29/2018 02:31 PM

CO= CW14861  
u= CW14861

EQUAL EMPLOYMENT OPPORTUNITY  
2018 EMPLOYER INFORMATION REPORT  
CONSOLIDATED REPORT - TYPE 2

SECTION B - COMPANY IDENTIFICATION

1. FACEBOOK INC.  
1 HACKER WAY

2.a. FACEBOOK INC.  
1 HACKER WAY

MENLO PARK, CA 94025

MENLO PARK, CA 94025  
SAN MATEO COUNTY  
c. Y

SECTION C - TEST FOR FILING REQUIREMENT

1-Y 2-N 3-Y DUNS NO.:196337864 EIN :201665019

SECTION E - ESTABLISHMENT INFORMATION

NAICS: 519190 All Other Information  
Services

SECTION D - EMPLOYMENT DATA

HISPANIC OR LATINO		NOT-HISPANIC OR LATINO												OVERALL TOTALS
		***** MALE *****						***** FEMALE *****						
MALE	FEMALE	WHITE	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	ASIAN	AMERICAN INDIAN OR ALASKAN NATIVE	TWO OR MORE RACES	WHITE	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	ASIAN	AMERICAN INDIAN OR ALASKAN NATIVE	TWO OR MORE RACES	
28	9	479	23	2	157	1	24	222	9	1	89	0	9	1053
148	103	1538	74	6	926	1	76	737	58	8	490	2	50	4217
705	458	5724	398	21	6325	12	441	2510	345	25	3352	4	327	20647
24	5	230	9	0	57	2	9	26	2	0	12	0	3	379
28	28	176	20	0	35	0	7	208	16	1	43	0	12	574
10	105	25	8	2	9	0	7	288	54	12	103	1	61	685
0	0	6	1	0	0	0	0	5	0	0	0	0	0	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	6	62	7	2	11	1	4	19	1	0	9	0	3	138
956	714	8240	540	33	7520	17	568	4015	485	47	4098	7	465	27705
641	463	6311	334	24	5242	15	387	2940	278	37	2710	6	291	19679
TOTAL														
PREVIOUS REPORT TOTAL														

SECTION F - REMARKS

TOTAL

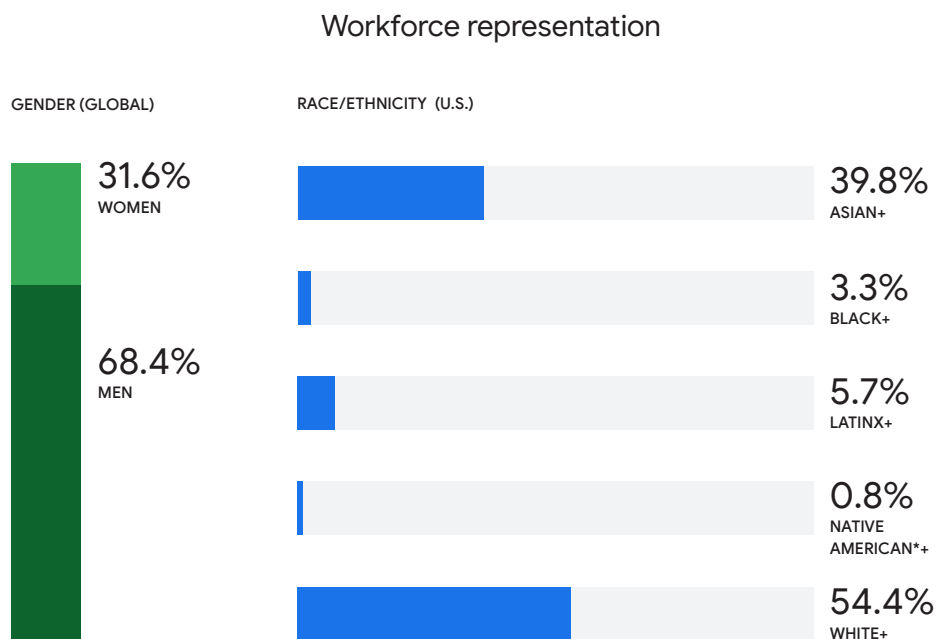
PREVIOUS REPORT TOTAL



# Workforce representation

Now that we've looked at who joined Google and who left Google in 2018, let's take a look at where our workforce representation stands overall. Because representation is a function of hiring, progression, and retention, our strategy focuses on measurable goals, focused talent development, and an inclusive culture.

Women make up 31.6% and men make up 68.4% of our global workforce. In the U.S., 54.4% of our workforce is White+, 39.8% is Asian+, 3.3% is Black+, 5.7% is Latinx+, and 0.8% is Native American+.



\* Native American includes Native Americans, Alaska Natives, Native Hawaiian and Other Pacific Islanders as categorized by U.S. government reporting standards

Representation of women in our global workforce increased by 0.7 ppt year over year. In the U.S., representation of Black+, Latinx+, and Asian+ employees increased by 0.3 ppt, 0.4 ppt, and 1.7 ppts, respectively, while the representation of Native American+ employees remained stable and representation of White+ employees, our largest racial demographic group at Google, decreased. The shifts in gender representation were most notable in tech, whereas increases in race/ethnicity representation were more notable in non-tech.